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THE LIBRARY JOURNAL

VOL. 56 APRIL 15, 1931 NO. 8

The Rush Rhees Library at the University of Rochester
Donald B. Gilchrist

The University and the Library
Herbert Putnam

Administrative Control of Book Losses
H. G. Bousfield

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R. R. Bowker, *Editor* Bertine E. Weston, *Managing Editor*

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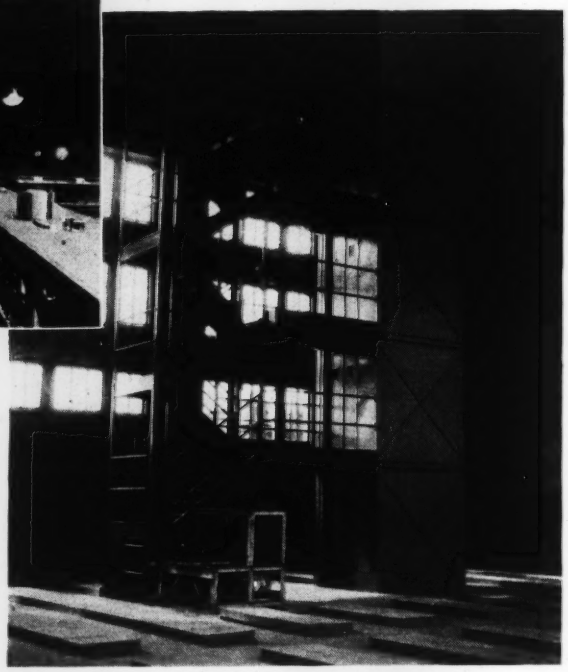
Forthcoming Issues of

THE LIBRARY JOURNAL

The Special Libraries Number planned for May 1 will be postponed until June 1. This date of publication will more nearly coincide with the annual meeting of the Special Libraries Association at Cleveland.

The symposium on librarians who have gone into the profession of bookselling will appear in the issue for May 15.

The May 1 number of The Library Journal will present articles of diversified interest, including Henry Evelyn Bliss' paper on "Billionaire Bibliography"; "Securing and Recording Public Documents," by Neltje T. Shimer; and "Book-Making a Librarian Wants," by Frank K. Walter.



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THE LIBRARY JOURNAL

The Rush Rhees Library at the University of Rochester

By DONALD B. GILCHRIST
Librarian

THE NEW PLANT and River Campus of the College for Men of the University of Rochester, located on the banks of the Genesee River in the outskirts of the city, were formally dedicated October 10-12, 1930. It was a particularly interesting occasion in that all eleven structures in the group were new, and coordinated in the plan for economical and effective service. The architectural treatment, Colonial in type, is also harmonious throughout. The academic buildings about the main quadrangle, occupying the highest ridge of the campus, are of the early Greek Revival, with connecting colonnades and balustrades, while the so-called domestic group on the lower campus is Georgian. Except for its architectural dominance of the campus and its restrained, dignified interior which attracted the particular attention of delegates and guests, the library played no special part in the general dedication ceremonies, and hence was not fully described at that time.

A brief résumé of the origins of the building is timely by way of introduction, for the conception of such a structure does not grow over night. For the general arrangement of the building the librarian has been largely responsible, cooperating very closely throughout the planning process with Gordon & Kaelber, the University architects. In the course of the preliminary study they visited all university libraries as far west as the University of Minnesota, which have been built in the last twenty years and in which the library service is at all analogous with that of Rochester.

The first real plans for the building were drawn in 1925, following a preliminary plan drawn by the librarian as early as 1921, when it was tentatively proposed to include in the building the library of the new School of Medicine. Plans were completed and ground broken in January, 1929, and the building was enclosed in October, 1929.

The library stands across the head of the main quadrangle, with balustrades of granite connecting it with the liberal arts building on the north side and the physics building on the south. It has a frontage of 185 feet and a depth of 188 feet to the rear of the stack tower, which rises to a total height of 186 feet above the quadrangle level. This commanding tower, of original design, has excited very general admiration by its massive and graceful lines. Its upper portion, encircled by two graduated tiers of stone pillars, the lower of which constitutes an open colonnade, is illuminated on occasions by a permanent battery of 168 flood lights of 250 watts each, while in its summit are the Hopeman Memorial Chimes of seventeen bells, with a total weight of 32,000 pounds.

The central part of the front façade and all the trim are of Indiana limestone, the re-

mainder of Harvard brick. Above the main entrance is a classic portico of six Doric pillars, surmounted by a heavy, hand-carved stone pediment, showing a decorative group of four human figures, two kneeling and two seated, and two lions, centered about the University seal. This carving was done by A. A. Ardolino of New York, who worked on the Lincoln Memorial in Washington and other notable structures, east and west. It required nearly six months for completion, some of the design showing a relief as deep as eighteen inches.

In the frieze across the front of the building are carved the names of Aristotle, Augustine, Descartes, Newton, Kant, Franklin, Darwin, Plato, Vergil, Dante, Goethe and Shakespeare, in a sense memorial to those early intellectuals.

The broad entrance steps are of granite, surmounted on either side by a large ornamental, stone urn, eight feet in height and decorated with scroll work in relief. On the face of the building back of these urns are carved, in five-inch letters, two inscriptions, as follows:

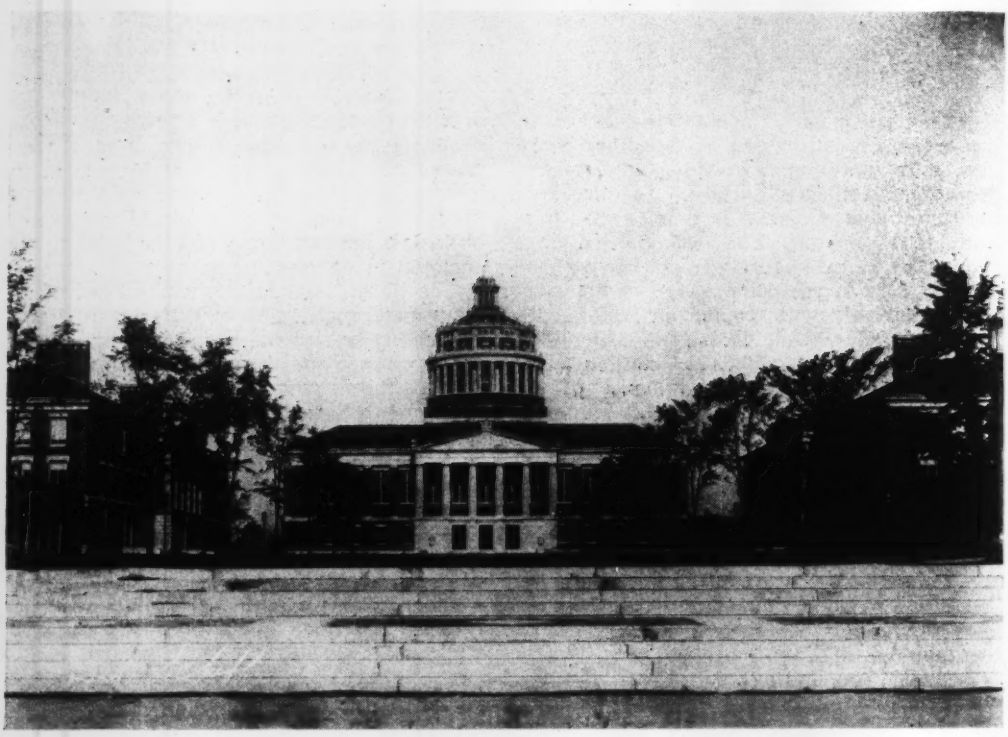
HERE IS THE HISTORY, OF HUMAN IGNORANCE FOLLY WAR AND WASTE RECORDED BY HUMAN INTELLIGENCE FOR THE ADMONITION OF WISER AGES STILL TO COME

HERE IS THE HISTORY OF MAN'S HUNGER FOR TRUTH GOODNESS AND BEAUTY LEADING HIM SLOWLY ON THROUGH FLESH TO SPIRIT FROM BONDAGE TO FREEDOM FROM WAR TO PEACE

Professor John R. Slater, head of the English department, is the author of these inscriptions.

The main entrance consists of three sets of double, teakwood doors, with heavy plate glass panels protected by decorative bronze grilles, incorporating early printers' marks, and in the lower panels the following inscriptions, also of Professor Slater's authorship, are carved in the wood, arranged from left to right:

"The doors of the past open to those who seek to know what has been—the history of the stars, the earth, sunlight, life and man's long journey; The doors of the present open to those who seek to know what man can do—to master his fate by science, sustain his spirit by art and guide his life by wisdom; and The doors of the future open to those who wonder what life may become—when



The Rush Rhees Library, surmounted by its imposing stack tower

men are free in body and soul, loving all beauty, serving in many ways one God."

The entrance opens onto the mosaic marble floor of the main lobby or foyer, measuring 34 feet in width and 80 feet deep. The walls are finished in Indiana limestone and colonnaded with fluted stone pillars. Recessed between these pillars are exhibit cases. Above the exhibit cases on the left are bronzed medallions of the Muses and in the stone lintel of the entrance to the Welles-Brown Room dedicated to the enjoyment of good books, is a carved head of Mnemosyne, mother of the Muses and Goddess of Memory. Above the exhibit cases opposite, medallions symbolize the varous methods of recording human thought from Papyrus to Typesetting, and over the entrance to the required reading room is a carved head of Minerva, Goddess of Wisdom.

The Welles-Brown Room is dedicated to the enjoyment of good books

At the rear of the lobby is the double grand stairway, having solid stone balustrades with early printers' marks of different periods and nations cut in the stone.

Both reading rooms on the first floor measure 42 by 72 feet. The required reading room will accommodate 120 people and has an open shelf capacity of 7,000 volumes. The Welles-Brown Room, accommodating 5,000 choice volumes, has oak-paneled walls, a stained glass memorial window in a recess at the north end, a fireplace, comfortable furniture and other luxurious accoutrements of a private club. The expense of furnishing and equipping this room was borne jointly by two alumni, Francis R. Welles, '75, and Charles A. Brown, '79, both members of the Board of Trustees.

The Treasure Room, with paneling and bookcases in American walnut, protected by bronze grilled doors and leather walls, has been equipped and furnished by Mr. Edward G. Miner of Rochester, secretary of the Board of Trustees. A large vault for the most precious documents and books opens directly from this room and provides a sanctuary for the early editions, original manuscripts, rare documents, autographs of famous men and other real treasures, of which the library already has quite a store.

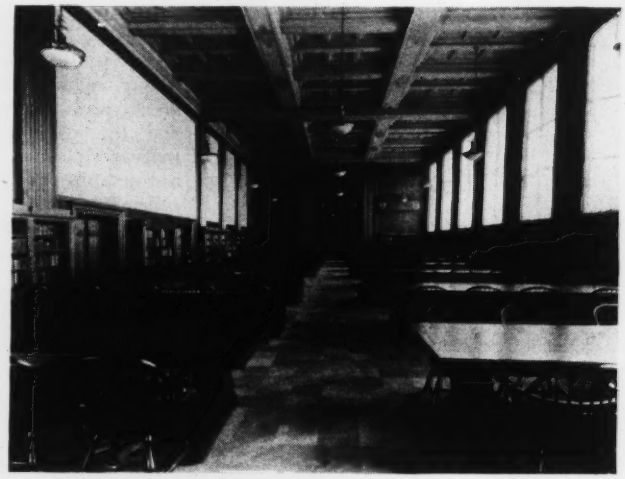
Also on the ground floor are coat rooms, rest rooms, a lecture room, accommodating 150 people which is also used for exhibits, and space for the future expansion of reserve reading work, at present used for an exhibit of architectural materials, plans, casts and details relating to the development of the River Campus.

The Treasure Room protects and displays the library's rarities

In the stair hall at the second floor level are two statues of more than lifesize, one of Minerva in full regalia, symbolizing Knowledge, and one symbolizing Industry. These

statues, in common with all sculpturing in or on the building, are the joint work, in each instance of three different craftsmen. All of the designs have been drawn by Philipp Merz, of the Gordon & Kaelber staff, and all of the carving done by A. A. Ardolino, of New York, or representatives under his supervision. The intermediate modeling process for the pediment in front and the heads over the reading room doors was done by Ulysses Ricci, of New York, who did the figures in the Eastman Theatre and for the statutes by William Mues, recently from Germany.

The second floor is the working floor of the library. Across the greater part of the front is the high-ceilinged, main reading room, measuring 42 by 110 feet. It has a seating capacity of 220 at its tables and will accommodate 20,000 volumes on open shelves.



The high-ceilinged main Reading Room serves 220 readers and can hold 20,000 volumes.

North of the main reading room is a smoking room, 36 by 42 feet, while at the other end is the bibliographical and reference room of similar dimensions, which will accommodate 3,000 volumes.

At the rear of the stair hall is the public card index and loan department. On the south side is the periodical room, measuring 28 by 64 feet, which will take 10,000 volumes on its open shelves. On the other side, and extending to the rear of the building, is the administrative division, including staff offices, cataloging and order departments.

The third floor is given over to seminars, of which there are twelve of varying sizes, and to staff rest rooms, adequately furnished and equipped. The fourth floor is reserved for future development, with possibilities for more than twenty additional seminars. This floor is built about a central, open court in which are two skylights, one over the stair hall and one over the public card index room. At the sides of this court are ten private studies, which are available for faculty members or visiting scholars engaged in research.

The basement, which has full clearance above ground level except at the front of the building, is largely unoccupied, at present accommodating only the newspaper room which will accommodate 3,000 volumes, a bindery and a service room for the building maintenance staff.

While the number of volumes moved to the new library during the summer was approximately 150,000, the initial capacity of the building, as equipped at the outset, is 676,000 volumes, and the present structure, when fully equipped, will have a capacity of more than 1,000,000 volumes. The tower, as erected, provides for an ultimate stack of nineteen levels, of which only eight are now provided, although the elevators run to the top. When eventually developed, this will be the highest bookstack in the world, so far as can be determined from libraries now existent or in the process of building. The plans for the ultimate development of the new library call for additional construction to the rear, which will place the stack tower in the center of the completed structure and give the library of the future a total capacity of more than 2,000,000 volumes.

The tower is 62 feet square, and accommodates 44,000 volumes and ten cubicles on each level. Service from the stack to the loan desk is expedited by an automatic continuous conveyor now being operated at about 70 feet per minute but geared to be run at over 100 feet per minute when the upper reaches of the stack towers are occupied. Call slips are sent to all levels by 1½" pneumatic tubes. Snead & Co. installed the stacks and conveyor, Lamson Co. the tube system.

Gordon & Kaelber of Rochester were the architects, Phillip Merz architectural designer. Charles A. Platt of New York consulting architect. A. W. Hopeman Sons of Rochester were the general contractors for the entire River Campus project.

The University and the Library

By HERBERT PUTNAM

Librarian of Congress, Washington, D. C.

TO A Librarian such an occasion offers temptations involving to the audience some hazards. Dr. Keogh has modestly avoided them; so without immodesty, shall I. I shall not introduce to you the virtues of the book, or the functions of a library in the life of a university; nor would I be so hardy, as to venture a "literary address" in an institution from which comments and counsels in literature issue daily for the guidance of all America. My interest today, like yours, is first, and chiefly, the building itself. Every librarian must rejoice in so noble a recognition of the cause to which he is devoted; the librarian of the National Library must *ex-officio* rejoice in the promise it offers of accommodation for the scholar at large and of cooperative service in his interest; and I personally must rejoice that a university whose grace has accorded me fellowship with its alumni is to enrich that body through the influence upon the students of such a structure as well as of the books within it.

Including the influence of the architectural style adopted, which, as a librarian I would count among its efficiencies. Objections to the gothic for present day use include some of detail—that the typical gothic window insufficiently lights the interior, that the typical gothic interior is defective in acoustics, that the gothic is reminiscent of an age which, though to Mr. Cram an age of wholesome faith and fervor, seems to the less devout an age of bigotry and superstition. But the more general objection is that the gothic is an anachronism; and that the present day should devise for itself a style expressive of the present day.

Consistently applied, that theory would impose upon posterity a series of structures representing the heterogeneous tastes and notions of the various eras preceding. It would indeed justify President Eliot's opinion (in his less tolerant youth, when he declared the mediaeval cathedral a "bad thing") that no building should be constructed to last for over a hundred years. Only such a limited duration would relieve the pain and the burden of them.

But why relate an architectural style merely to a period of society? What of the individual? Has not he in his development periods which correspond to the successive periods in the development of society itself? Among them, the period which expressed itself in the gothic, when the emotions of men lifted them above the merely contemporary, and idealism was not submerged in the mere utilities.

That *is*, in fact, with every individual the inevitable period between adolescence and manhood: when, his appreciations sufficiently matured, his susceptibilities acute, his idealism has not been hardened by the expediencies or coarsened by the vulgarities of affairs, or the disappointments of experience; when his mind is still plastic, his fancy free to roam, his emotions readily quickened; the period indeed of emotion, of warrantable aspiration, of sensibility to beauty, and of faith in the heroic.

If, during it, a university can bring him within its influence, not the least of its opportunities, unique with it, unique for him, will be to invest him with the visible responses to this state and mood. And in architecture none responds as does the gothic. No matter from what age it comes, or from what dogma. Fashions change, and dogmas: but beauty is never obsolete, nor the passion of the spirit which has exalted mankind in the expression of it. In this respect certainly "no greater men are now than ever were."

My own official environment (not the Library of Congress, but official Washington) is the classic: deliberate choice for the government buildings at Washington. But the expression required in a government building is of a different order. It is not to encourage impulse, but to inspire confidence. It does so by its own serenity, its self-assurance, its aspect of finality. It announces all doubts resolved, all decisions made. It is thus Bureaucracy incarnate. It *has* the facts, it *is* the Law.

But it is not the prophets: and youth requires also the prophets,—not yet spelt with an *f*. It requires a sympathy for its uncertainties, which the classic in its own certainties does not extend, but which the gothic even in its vagaries may: since these also are but efforts of an aspiring idealism. As his knowledge grows, the student may, of course, acquire also the thrill of conscious association with the *type* of the personalities who to Lowell wove a "spell" about the college quadrangles and cloisters at Oxford. But that will

be education; it is of culture that I am thinking.

When Mr. H. G. Wells looked down upon our great reading room at Washington he remarked: "Yes, Mr. Putnam, yes. But why doesn't the place *think?*" [The *deep* thinking within our walls is elsewhere in the building.]

There is no prospect that a visitor to your reading room will be moved to a similar comment. It will think. What seems to me equally essential is that it should *feel.* And to that end not merely the atmsophere of it, the stimuli within it, but every approach to it should bring a reader through its portals with his sensibilities alert, his emotional pores open.

"Let poetry be the beginning, manners the middle, music the finish." In that prescription Confucius may not have compassed completely the requirements of a college course. But in any case, let poetry be the beginning; and the inculcation of sentiment as such, not merely for reasons cultural, but because in affairs also—and not merely in the great crises of them,—it is sentiment rather than reflection that is the controlling motive among men. [You may wonder how such an opinion comports with thirty years' experience of Washington and of Congress. The experience has served only to confirm it; in the discovery, for instance, that in dealing with appropriation committees, though their reason had to be satisfied, the surest appeal was to their emotions; and that where it failed, the failure was due to an intellectual complacency which smothered them. The legislation which brought to us our copy of the Gutenberg Bible was not due to the "intellectuals," applying cool and disciplined reason to the proposal, but to the "just-average" legislator moved by sentiment, and a wistfulness for the things beyond his own horizon.]

Let me turn to some matters more obviously within my province. I do not know how far my view of them would coincide with the experienced views of Dr. Keogh. In the recent development of American libraries no phenomenon is more striking than the extraordinary development of the academic group. Excluding the two municipal libraries of Boston and New York, six endowed collections closely reserved, and the Library of Congress, four-fifths of the books in this country of serious import to scholars are now concentrated in the libraries of our universities. That means a concentration at points not always centers of research in general or convenient to it; and in institutions whose prime interest is a special, limited constituency, and with no obligation (save as nobility obliges) to the public at large. The policy adopted by them and the organization which may make it effective are therefore matters of general concern.

In spirit, the existing policy is conspicuously liberal; indeed probably four-fifths of the so-called inter-library loans in aid of scholars at a distance now issue from the libraries of our universities. But, so far as I am aware, no such library has within its organization an equipment or personnel especially designed to deal with them. If the service is to be recognized as a duty, it should have both.

Is it not a duty? the duty incident to the possession of any resource for the enrichment of society, whose use can be extended without impairment of its value. Or suppose even the impairment. Books are not mere relics: they are agents, whose service depends upon use. That is the service of all other things in nature, including man himself: why should books be an exception?—Permanence, yes. But the permanence that consists in an influence exerted that will pass on and down. *"Terar dum prosum:"* let me be consumed so that I be of use!—Unfortunate if the book be consumed—or that copy of it—; but better consumed in use than disintegrate in repose. No disrespect to the museums; nor to any sections of the library analogous in its function; but it is the *energetic* part that I am considering.

In point of fact, however, it is not usually apprehension of loss which limits the loans: it is some condition imposed upon the possession of the material. Such a condition limits to reference use the most valuable portion of the collections in the New York Public Library, some of the most important groups in the Boston Public, all of the material in the six cited endowed collections. In the case of the university libraries it is apt to apply to any group due to gift; and that means to the groups of greatest distinction and interest to the scholar now in the possession of such libraries.

They are due chiefly to the enthusiasm of alumni. The motive of the donors is perfect: loyalty, generosity, and a legitimate wish to associate with the Alma Mater a memorial of their own particular tastes and talents. But in attaching conditions to the administration of them the donors too often frustrate the larger benefits within their power to confer. If without impertinence I may venture a plea to future such donors among your alumni, it would be to commit the gift to the absolute discretion of the university authorities. That discretion is likely to be conservative; and where it proves liberal it will but invigorate

the gift and enlarge its career of service. Create the memorial; but let it be a *living* one.

The inertness of other groups in our university libraries is due to the allotment of the funds for purchase among the several teaching faculties. The motive is, to apply to the selection the discriminate knowledge of the specialists in each field who have also a responsible concern with the resulting collections. The peril is, that the more enterprising departments may secure an undue share of the funds and, having got it, spend it recklessly to avoid any challengeable surplus; or at least that an excessive proportion may go to highly specialized material of momentary concern to a specialist in the faculty, not in his teaching but in his personal research. His interest passes—perhaps he himself passes; but the material remains, jutting out from the main organism like a dead branch upon a tree; or—substituting an analogy less disparaging — a frozen asset. Our university libraries possess many such a group. They are supposed to add prestige; but the price is high to pay, and justified only by an administration of them in the larger interest. Frozen assets: which only the breath of a scholar can again liquefy. He may be remote—in some isolated institution of learning, or far-flung laboratory. He may not be able to come to them. In pity, let them go to him.

The system of allotment which has created the condition is assumed to be in the interest of efficiency. My prejudiced belief is that the result is superior when the librarian is the sole architect of the collection.

In the aggregate the resources of American libraries are now prodigious. The sums annually applied to their increment are now so considerable that, if applied in cooperation, the aggregate resources would as regards printed books very shortly relieve an American scholar of recourse to Europe. [The $400,000 that during a single recent year went into the collections at Harvard exceeds the total annual expenditures for material of the national libraries of England, France and Germany put together.] The collections of concern to the scholar are, however, very unevenly distributed. There is no authority that can mobilize them in his service. Nor is there as yet among our libraries any cooperation in purchase that would apply the current resources to perfecting the material as a whole in the respects in which it is still defective, instead of applying it in competition that is wasteful and in repetitions that would be needless if the libraries served him as a unit.

The remedy lies only in voluntary, organized cooperation. The libraries of our universities should take the lead in it. The ability is peculiarly theirs, the independence of legislative control, and the interest in the result to be secured. The loan of material which may overcome inconveniences of location is already with them a habit; agreements in cooperative selection require only the will and a reasonable magnanimity.

A magnanimity proceeding one stage further would have effects very notable indeed. It would consist in the mutual surrender, not merely of fields of acquisition, but of actual material, so that a library already strong in a specialty shall be perfected. It would relieve many a library of fragmentary groups, an expense to maintain, yet too imperfect for any service, and assign those groups where they would add to the general strength. Such an achievement would indeed notably advance our resources for research; and the concessions required would not, as against the relief, be serious. A disarmament conference. How fortunate if our universities could take the lead in it!

But I am dwelling too long on matters of policy and administration; and perhaps shocking too many conventions. Let me revert to the chief interest of the day, which is the building itself. One import of it is to me matter of the heartiest congratulation: that not merely in its dominance, but in the accommodation it affords, it may serve to withstand the lamentable tendency in our universities to decentralize their libraries into departmental collections. No such decentralization can be successful, for it involves a partition of literatures physically impracticable, inconsistent with their essential unities, and with the modern method of study and research, which, whatever the topic, draws variously upon them. But the effect of decentralization is in another particular disastrous. It deprives the student body of the influence upon their understanding, their sentiment, and their imagination, of an impressive *personality:* not a mere torso, but the embodiment in its integrity of all that man has done, has thought, has felt, has aspired to, so far as he has consciously recorded it. In its very physical aspect such a record is both a lesson and an emotion. And the graduates of Yale who later exchange their comradely *"Nos fuimus simul in Galandia"* may well rejoice that among the grateful recollections which they can share will be not only that of the majesty and charm of this building, but of the majesty and *inspiration* of the presence within it.

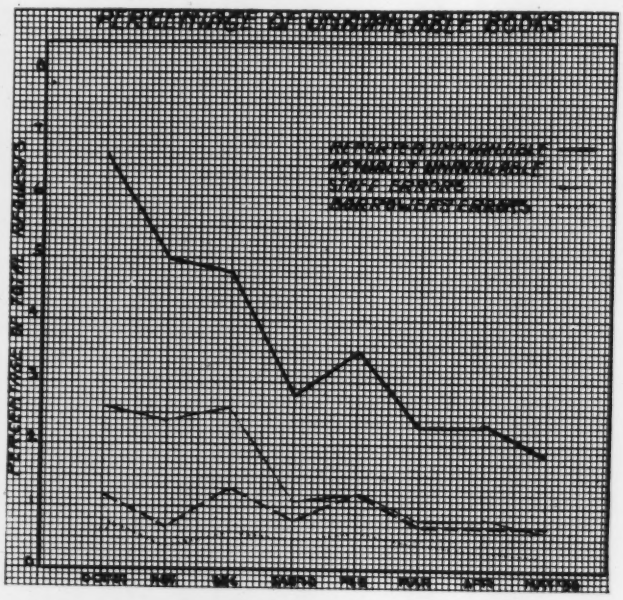
A dedicatory address delivered at Sterling Memorial Library, Yale, New Haven, April 11, 1931.

Administrative Control of Book Losses

By H. G. BOUSFIELD

Chief of Readers' Department, Washington Square Library, New York University

THE GENERAL PROBLEM of lost and unavailable books in college and university libraries came to the attention of the staff of the New York University Library at Washington Square in connection with a local problem, the problem of how to maintain and improve the service of the library in the face of a great increase in circulation and a rapid growth of the collection, but with practically no increase in shelving space or in facilities for handling the books. We found, with the rapid growth of the collection and with the increase in circulation, that there were increasing possibilities for loss and misplacement. In our efforts to cope with the situation, we naturally wished to know what other libraries had done under similar conditions. We found, however, comparatively little literature on the whole subject of lost and unavailable books. The subject is mentioned indirectly in the reports of heated debates on the problem of the open and closed shelf system of the public libraries in this country and in Europe. Frequently, between the years 1895 and 1900, librarians voiced their opinion on that subject. These discussions, in nearly all cases, concerned the public library. The debaters seem not to have been primarily interested in theft, per se, but rather in the greater use to be made of the library as a result of opening the shelves to the public; they were interested in improving the quality of the public's reading by permitting direct contact with the books. They were concerned with their duty to the public since they felt the library to be a great public trust. Theft, they discovered, had to be recognized as a definite item, but it was generally believed that the financial saving realized through employing fewer assistants, and the advantage to the public through having access to the shelves, would more than compensate for the loss of books, the confusion of the shelves, and the consequent embarrassment when a book could not be located. It was felt, also, that theft would occur whether the shelves were open or closed. In the arguments of these librarians there is much that we can approve today; many of the principles evolved at these early meetings are now incorporated in our library systems. In these discussions, it will be noted, the fundamental issue was not the matter of losses but rather the problem of open shelves. Of administrative control of losses, we hear practically nothing.



Little is heard from the college librarian during these years of debate, about access to the shelves or resulting losses. The scarcity of published remarks leaves us with some doubt as to his reaction to the discussion. We find, in the college and university library, that the question of book losses gradually came to the fore as a result of a concern in

Read before the Eighteenth Annual Conference of Eastern College Librarians, November 29, 1930.

the problem of open shelves, but it was not until open shelves had become a tradition that a reaction set in. This reaction came slowly and after so long a time that the tradition had become somewhat sacred. Perhaps a few college librarians were of opinion that the college library stacks had been opened without sufficient reason. The year 1900, so far as I know, marks the first printed utterance from a college librarian on the subject of open shelves and book losses. This was in the form of a published letter to librarians from Dr. James I. Wyer, then librarian of Nebraska University, asking if college libraries with free access to the shelves were troubled with losses of books. It is unfortunate that there were no published replies to this initial consideration, by a college librarian, of the question of book losses.

In 1902, Dartmouth reported so serious a loss of books, that unlimited access was given up. Mr. M. D. Bisbee, the librarian, in reporting this change, apologetically stated that this was such a backward step that he regretted to say that it worked well. In 1907, William I. Fletcher, then the librarian of Amherst, reported having had open shelves for twenty-five years and stated that the library was suffering increasingly year by year in the loss of books and in temporary losses through misplacement of books on the shelves; that familiarity with the books bred contempt; that the increasing size of the collection made supervision difficult. In 1908, Dr. E. C. Richardson, at Princeton, stated that there was no question of whether there should be open shelves but only a question of whether there needed to be closed shelves. Occasional remarks such as these indicate that conditions in the college libraries were by no means perfect.

For fifteen years, from 1908 to 1923, we find little said about losses. The next published remark, which I have been able to find, was made by Mr. E. A. Henry, then of the University of Chicago Library, who said, in 1923, that theft and mutilation in college libraries was a great expense and that use of fictitious names by student borrowers was one of the greatest sources of annoyance.

College library stacks have never been entirely closed. The faculty, the world over so far as I can learn, has access to the shelves and, usually, this privilege is granted the advanced student. On the other hand, it is probably very rare for any large college library to permit unlimited access to the shelves owing to the possibility of losses which may disrupt the program of instruction, thereby seriously embarrassing the student, the instructor, and the library. In the college library availability of material must be given constant attention. Therefore, the library administration must determine to what extent it can incur the risk of losses by allowing direct access to the shelves. Limiting admission to the stacks might be considered the first step in preventing loss.

Finding little information to help us overcome our difficulties, we studied the problem in a systematic manner. In order to analyze the situation, daily tabulations and monthly reports have been kept. The first records, kept several years ago, merely recorded the total number of requests that could not be filled. The next step was to make a definite effort to account for the books reported unavailable, but this offered no means of correcting the faults which caused books to be reported unavailable. The routine now employed is the result of a gradual development of a need of some sort of statistical report of library service which will not only tell the number of books unavailable, but also why they are unavailable. With these reports as a basis, we could then analyze each individual step in getting the book from the shelf to the reader, in an effort to prevent loss and unavailability.

In proceeding with an analysis of the situation, let me first briefly describe the physical arrangement of the collections:

1. About 30,000 volumes of periodicals and reference books are on open shelves in the Main Reading Room.
2. Some 7,000 volumes are in a reserve collection in a separate room.
3. The main collection is in two stack rooms, one immediately under the main reading room, and the other ten floors below.

Both the reserve and the main collection are closed to all but the faculty, and advanced students to whom stack permits have been issued.

With a heavy demand for reference books, and with the increasing circulation, now approximating 70,000 per month, mutilation has increased proportionately. Mutilation is most apparent with open shelf material which consists of bound volumes and current numbers of periodicals, encyclopaedias, and reference sets. Closing the periodical and reference shelves, the most obvious means of decreasing mutilation, would be unsatisfactory for the students and for the library. A guard patroling the Main Reading Room has not eliminated mutilation. Mutilation in the reserve collection usually occurs when there is a heavy demand before quizzes and examinations.

Desk attendants attempt to collate books when they are circulated as far as the pressure of work will permit. When mutilation is apparent in a particular class of books, the matter is called to the attention of the instructor who has made assignments in these books and, in some cases, they are replaced at the expense of the students of that department. Mutilation in the main collection is negligible because of the fear of detection by desk assistants when the books are returned.

Losses by theft from the open shelves are very great, current periodicals disappearing most rapidly. Bound volumes are taken occasionally but the chief loss is in current numbers of periodicals and back numbers from unbound, incomplete volumes. Annually, about 680 items of periodicals are replaced at an average cost of $250. Under present conditions control of this source of theft is difficult. Theft from closed shelves of both the main stacks and the reserve collection can usually be attributed to the following factors:

1. Professorial absent-mindedness.
2. Dishonesty of some advanced students who hold stack permits.
3. Dishonesty of some student assistants.
4. Carelessness of porters and cleaners.

Average yearly losses of books from closed shelves are approximately three out of every thousand books in the library. This becomes a significant item when the cost of replacement of some 480 volumes is considered. The cost includes not only the actual price of the books but also the cost of clerical work in ordering, cataloging, and general handling of the material, to say nothing of the inconvenience. A conservative estimate of the cost of the books alone would place the figures at a yearly average of about $1200.

We now require readers to register when entering the stacks. We feel that the effect of this simple requirement has been successful in reducing losses as it emphasizes the fact that the use of the stacks is a privilege. That those entering and leaving the stacks must pass the desk assistants, further discourages the removal of books without proper charging.

When books are unavailable (that is, when they cannot be delivered), the causes are usually:

1. Errors in making out call slips.
2. Losses in circulation.
3. Misplacement of books on the shelves.
4. Inability of assistants to locate material.

It was found that many books were unavailable because of an utter ignorance on the part of the borrower of how to use the library. This is strikingly evident in the errors made when filling out the call slips. With the cooperation of the faculty, we are attempting to educate the students in the use of the library. This is, perhaps, an over-ambitious attempt, since there are about 17,000 students whom this library serves at the Washington Square center. Talks are given to groups of students, classes are taken on tours of inspection through the library, and printed instructions on how to use the library are distributed. Possibly the result of this instruction is reflected in the decrease in the number of errors made by those who use the library, as is shown in the tabulation. Losses in circulation, usually originate in three ways:

1. Falsification of name and address.
2. Delayed return of the book by the borrower.
3. Actual loss of the book by the borrower.

Loss through the falsification of name and address, we found, can be partially controlled by demanding, as verification, the student's enrollment receipt or program card. The means by which students try to avoid giving their own names and correct addresses with intent to steal, is most enlightening. In reference to the ever-present desire of the student to avoid the prescribed paths of rule and order, Dean Gauss of Princeton recently stated:

> "There is a type of student . . . and this includes a host of undergraduates, who is forever trying to beat the game. . . . In large and active college libraries, the number of students to whom books are circulated makes it highly probable that a certain percentage of books will be lost as a result of ability to 'beat the game'."

When books are over-due at the New York University Library, the student is sent a notice at scheduled intervals with a final warning that unless the matter is settled within a specific time, it will be referred to the college or school authorities for disciplinary action. This warning usually results in the return of the books and the payment of the fine incurred. If this final warning is disregarded, the matter is referred to the appropriate authorities. During the past year 300 cases of delinquency were reported to the discipline committee, resulting in satisfactory settlement of 82 per cent. When the book is lost by the borrower, he is required to pay for it. If he does not do this willingly, this matter, also, requires disciplinary action. The moral effect of prompt and uniform penalties is great, as this increases respect for the library regulations. Return of books, when due, also results in their being available for other students.

The number of unavailable books resulting

from misplacement, can be almost entirely controlled by requiring student assistants to keep their assigned shelves in order, the assistant signing a shelf-reading schedule each week. This is followed by rigid inspection of the shelves. Stack assistants are required to initial and return to the desk each unfilled call slip. This definitely fixes the responsibility for non-delivery of the book on a definite assistant. A daily routine of searching unavailable call slips includes a search of all possible sources in order to definitely account for the book. If a search of all sources fails to locate the book or to account for it, then the book is considered lost. At this point the slip is filed so that, when subsequent calls are made for the same book, it can be reported lost. A book may be considered officially lost after periodic searches fail to locate it. Using this file as an authority, replacements may be ordered. It also serves as an official supplement to the lost list compiled from inventories.

Our daily tabulation and monthly reports include the following items:

1. The total circulation.
2. The number of books reported to the borrower as unavailable.
3. The number of books actually unavailable after a check has been made.
4. The number of books reported to the borrower as unavailable but finally accounted for as being:
   a. Listed in the official lost file.
   b. In circulation.
   c. Misplaced on the shelves (therefore not delivered).
5. The number of books reported unavailable because of errors made by the borrower, as:
   a. Copying the incorrect class mark from the card catalog.
   b. Copying the subject heading instead of the title.
   c. Giving the translator or editor's name instead of the author.
6. The percentage of books reported unavailable for the month.
7. The percentage of books actually unavailable, or lost, for the month.
8. Percentage of staff errors resulting in failure to deliver books.
9. Percentage of errors made by users of the library.

PERCENTAGE TABLE OF TOTAL REQUESTS*

	Reported Unavailable	Actually Unavailable	Staff Errors	Borrowers' Errors
Oct.	.067	.012	.026	.008
Nov.	.050	.007	.024	.004
Dec.	.048	.013	.026	.006
Jan.	.028	.008	.011	.005
Feb.	.035	.012	.012	.006
Mar.	.023	.008	.008	.004
Apr.	.023	.007	.008	.003
May	.018	.007	.006	.002
Decrease Oct.-May	.75	.51	.77	.72

* This table is based on items 6, 7, 8, 9 of the monthly report for the main collection, October 1929-May 1930.

It will be seen by the tabulation that, whereas there were sixty-seven books out of every thousand requested, reported unavailable in October 1929, there were only eighteen out of every thousand requested, reported unavailable in May 1930, after the system had been in operation for eight months. This represents a decrease of 75 per cent. The errors made by the staff decreased 77 per cent, and the errors made by borrowers decreased 72 per cent. It is probably safe to assume that the books still reported unavailable after successive searches have been made, are those which have been stolen or permanently lost. Through the operation of this system, the number of stolen (or lost) books, alone, was reduced by 51 per cent. The graphic representation of these figures clearly shows the definite downward trend.* In explanation of the graph, the heavy black line represents the percentage of books reported unavailable, the light black line indicates the percentage of staff errors, the broken line shows the percentage of books actually unavailable or lost, and the dotted line shows the percentage of books not delivered because of errors made by borrowers or users of the library. These figures show that there has been a marked and steady decrease in the number of books reported unavailable, in the number of books actually unavailable or lost, in the number of staff errors, and in the number of errors made by the borrower since the system has been in operation. At the same time there has continued to be a steady increase in circulation.

We feel that the improved service which has resulted from our efforts has justified the strict adherence to this routine. Our experience so far convinces us that the control of lost and unavailable books is distinctly an administrative problem. Confirming this view, the late Mr. E. W. Gaillard, former special investigator of the New York Public Library, stated a few years ago that some librarians are exceptionally successful in curbing losses; that, as these librarians go on to other libraries, losses in each new library which they administer become materially less. This seems to further imply that adequate administrative routine can, to a degree, prevent loss and decrease unavailable material.**

* See page 350.

** "The Book Larceny Problem." LIB. JOUR. 45: 247-254; 307-312. 1920. Mr. Gaillard concludes: "The librarian who would undertake to protect his library from book thieves and the many other kinds of vampires who would prey upon it will find that he is not the less of a librarian, and that this side of library work has its own interest, not to be compared unfavorably with that of any other special department in a library. . . . Perhaps the chief compensation to be derived from this special position is a more intimate knowledge of human nature than any other position in the library world would afford."

Valuable Old Books

By A. E. CURTIS

The Smith Book Company, Cincinnati, Ohio

FROM AN INTIMATE contact covering a number of years, I feel that there is a serious lack of the proper training of young librarians to a realization of the value of old books, especially in Americana. The average young librarian takes the A. L. A. List for her *Bible* and, in her zeal to clean up and straighten out an old library, is very apt to discard much useful material along with the worthless. There is another type of young librarian who is extremely interested in rare books, especially first editions. She has read up on the subject and has memorized titles and dates of many rarities which she will never find and, meantime discarding many usable items, her enthusiasm gradually dies out as she fails to find any of the rare items she is looking for. It seems to me that all the books and articles about old books describe specific items while the librarian or book hunter needs an underlying basic knowledge of what usually makes value in old books and, although there are many exceptions to all rules, all the items that have possibilities can be picked out then at leisure and hidden gems be looked for. I have a theory that I could teach the average librarian in six personal talks, if illustrated with practical examples from the shelves, enough to prevent anything of value being discarded while, at the same time, most of the worthless material would be weeded out.

I cannot handle the question in this short written article as I should like to, but possibly I can help a little. We will confine ourselves to Americana, as there are several books giving the principal authors and the necessary points in distinguishing first editions. Each book, pamphlet, and magazine devoted to the local history of any part of the country, whether published long ago or only this year, should be saved as it will be of use somewhere. If this material relates to some small and apparently unimportant town or county, it will be of much more use than one relating to an important city. For example, a modern history of New York or Chicago will have little value as all the large libraries will have it, but a modern history of a small town probably never had a sale outside of the county and may be needed by a number of large libraries to round out their collections. Ninety per cent of the histories of the United States may be thrown away without serious loss, but all histories of states, counties, and towns, whether books or only small pamphlets, should be saved. In biography, the lives of the old pioneers in any part of the country, and especially their reminiscences, are of value, rather than the lives of Grant and Sherman or even our idols, Lincoln and Washington. Unless the lives of great men were written before they became famous, or for some reason were printed in an extremely limited edition, these biographies sold in such quantities that the supply is still greater than the demand, even if printed fifty years ago. What I have said in regard to local history and biography applies also to travel in the main, although there are many books of travel covering large areas of country that are of real value.

The three sections, History, Biography, and Travel will contain all the Americana in the library with the exception of a scattering of pioneer biography, histories of local churches, state histories of some denominations which will be found in the Theological Section, or early imprints which may be in any section. There are two things which are the basis of value in old books; the first is demand, the second scarcity (usually stated as rarity). It is the law of supply and demand which keeps prices constantly fluctuating, but with a steady upward trend since the supply is always growing smaller as the desirable items go into permanent collections never to appear on the market again. The greatest demand is for source material; books or pamphlets written by some one actually on the spot describing what he, himself, observed. This information may not appear on the title page, but a few moments' study of the contents will easily determine this point. All source material should be saved as it will be of use to some library or can be sold. Source material does not constitute a rare book unless the subject is in demand, the supply very limited and, in the majority of the cases, the book very old. It is not age that gives value, it is simply that time has destroyed a major part of the edition and this destruction, coupled with demand, makes high values. If you can find the reason, you will discover that most of the edition was probably sent to the paper mill because of lack

of sales or because a fire destroyed the stock. As an example of lack of demand, Civil War material is bringing less today than it did in the '90's and there is now very little demand for it at any price while there is great demand for material about the Revolution, the War of 1812, and the Mexican War. The reason for this is that in the '90's the Civil War veterans had come to an age when they had leisure to read and many collected and read this material, but as they died off it came on the market in great quantities with no demand to absorb it. Now that the majority of it has gone for waste paper it is beginning a slow upward movement. Confederate items, due to shortage of paper and finances were few and usually printed in small editions and so have had a constantly increasing demand. To the average person age seems the one essential of a rare book and I am constantly being shown books a hundred years old, most of which are worthless, while in the same collection good books, not as old, have been discarded. This matter of age is relative. Look at the place of publication, then think when was this section of the country settled, or better, if you can find out, when was the first book printed in this locality. If the book is within twenty years of this date, it is worth saving as an imprint regardless of subject matter and, if it is an early history of that section or a travel volume of a section further west, you probably have a valuable book and can trace it at your leisure. These dates get later as you go West, for instance, the '50's are early for the Rocky Mountains and the '40's in the Prairie States, while a book published in Boston, New York or Philadelphia in 1790 would not need a second look unless it had historical interest or was a first edition by a famous man. I am not disparaging early dates for, if you get dates that are really early for New England, New York and Pennsylvania, they will bring many times the price of the western item, but the older items are sure to be saved because of their early date while these later items are apt to be overlooked and discarded. I believe you will find this relation of date to event the most important key to valuable material. There are, of course, many exceptions, but on the average the books published say during the first ten years after the event are the valuable ones.

The Revolutionary War, the War of 1812, and the Mexican War are easy to recognize, but when you come to states or cities your task is harder and you must really be guided by the date of first printing. This may be hard to find, but a sizable settlement will answer nearly as well. Forts and Trading Posts do not mean a printing press, only, in most cases, as soon as there was a settlement large enough a paper was started and on these small newspaper presses were printed some of the scarce items of Americana. Watch the place of publication and if it was within twenty years of the time it was a sizable village, be sure to save the book.

I consider second in importance, and closely connected with this, publication by an author and publication in a small town. You will find that very few of the books issued by the well known publishers of fifty or seventy-five years ago are scarce; the sale was too large and the distribution too general. The scarce book is usually the book published by the author especially if published in a small town or by any obscure press. On this point a word of caution is necessary as a great mass of worthless material is published by authors who rush into print at their own expense. First see that the book is either source material or that the author has done some real delving into the early annals. If either point is true, your book has a real value, but the financial value still depends upon the supply available and the extent of the interest in the subject. Two classifications have not been covered, Newspapers and Magazines. All complete, or nearly complete (as the earlier volumes are seldom perfect), years of newspapers have a value; single numbers of old papers are simply curios, unless they are very early for the place of publication or contain some special event of interest such as the death of Washington, or Lincoln. In magazines, the pioneer magazines are of value. I am not using this word pioneer in relation to contents, but in regard to magazines that are early for the section of the country where they were issued; a magazine does not need to be devoted to American history to be of value. The nationally known magazines have very little sale value as the original distribution was too general, but the lesser known magazines, even down to comparatively recent dates, should be saved. I refer to complete volumes, of course. Single numbers, unless extremely early for their place of publication, are too fragmentary to be of value.

There are many exceptions to all rules, but I believe the librarian who will thoroughly fix in her mind these underlying principles will be able, without any knowledge of prices, to save nearly everything of value out of her donations, and at the same time sift nearly all of the chaff from the lot.

The author of this article states his willingness to answer any questions from librarians about this subject.

Boyhood Favorites of Famous Men

By MRS. KATHERINE W. WATSON

Head of Children's Department, Denver Public Library

WHAT KIND of stories did our famous men of today like to read as boys? Are they the same stories that boys are now enjoying? Answers from Thomas A. Edison, Booth Tarkington, Maxfield Parrish, Ernest Thompson Seton and a host of others say that the same old time favorites were claiming the minds and hearts of their youth as they do with boys now. In the lead are *Robinson Crusoe, Last of the Mohicans,* and *Swiss Family Robinson.*

Scarcely could a topic have been chosen of greater universal appeal than the one of favorite books of boyhood days. It proved so when, as a project for National Book Week, 1929, the Children's Department of the Denver Public Library made a list of forty boys' books, and sent this to forty prominent men, for the most part authors and illustrators, but including one inventor, one explorer, and a publisher, asking them to check their boyhood favorites and add any other titles. The result of the questionnaire far surpassed expectations. From all parts of the country and from all lands across the sea, England and Czechoslovakia, came long, personal letters.

That moment when Robinson Crusoe found the famous footprint in the sands was the most important in all juvenile fiction. This was the view of the majority of men questioned. *Last of the Mohicans* received the second greatest number of votes. One of our most prized letters is from Thomas A. Edison. Mr. Edison checked the *Deerslayer, Ivanhoe, Last of the Mohicans, Prince and the Pauper, Story of a Bad Boy, Three Musketeers,* and *Twenty Thousand Leagues Under the Sea.* In a footnote he added, "Most of the above unmarked works were not published when I was a boy." Cyrus H. K. Curtis, the well-known publisher, listed *Adventures of Tom Sawyer, Captains Courageous, David Copperfield, Huckleberry Finn, Last of the Mohicans, Oliver Twist, Story of a Bad Boy,* and *Two Years Before the Mast,* adding books by Oliver Optic. Booth Tarkington checked the *Adventures of Tom Sawyer, Alice's Adventures in Wonderland, Ivanhoe, Tom Brown's School Days, Arabian Nights' Entertainment, Christmas Carol, Gulliver's Travels,* and *Hans Brinker.* He added Guizot's *History of France, Barnaby Rudge, Quentin Durward, Anne of Geierstein, A Tale of Two Cities, Henry Esmond, Don Quixote, Lorna Doone, Tales of a Grandfather,* and *The Alhambra.*

This note was appended to another list. "Commander Byrd is at the South Pole and, of course, cannot get a letter. I am marking the books I remember he enjoyed. I am his mother." Mrs. Byrd lists as her son's favorites: *Adventures of Tom Sawyer, Arabian Nights' Entertainments, Biography of a Grizzly, Bob, Son of Battle, Call of the Wild, Gulliver's Travels, Huckleberry Finn, Jungle Book, Kenilworth, King Arthur and His Knights, Men of Iron, Oliver Twist, Robinson Crusoe, Swiss Family Robinson, Three Musketeers, Twenty Thousand Leagues Under the Sea,* and *Two Years Before the Mast.* The letter coming the farthest was from Hugh Lofting, who was traveling in Czechoslovakia. Mr. Lofting listed *David Copperfield, Huckleberry Finn, Ivanhoe, Jungle Book, Kenilworth, Kidnapped, Prince and the Pauper, Robinson Crusoe,* and *Treasure Island,* as his favorites. Scarcely a list of today's books does not include the *Story of Dr. Doolittle,* by Hugh Lofting. Ernest Thompson Seton, who surely ought to know what boys like, gave first choice to *Swiss Family Robinson,* and included *Tom Sawyer, Deerslayer, Gulliver's Travels,* and *Last of the Mohicans,* modestly neglecting his own *Wild Animals I Have Known* and *Biography of a Grizzly,* which delight every boy. The latter was one of Commander Byrd's favorites.

Letters were received from the following three famous illustrators, N. C. Wyeth, Arthur Rackham, and Maxfield Parrish. These men have done much to stimulate the modern boy's interest in the classics. N. C. Wyeth's nine-page letter, giving some of the most interesting chapters of his boyhood, brings before us the picture of a family for whom prominent men of letters of the day held as great a place as the characters in their books. He says:

"To shock you with one blow, let me state with the exception of the vaguest memories of three stories marked on your list (*Black Beauty, Swiss Family Robinson* and *Wild Animals I Have Known*) I never read any of the others, or any of the titles which I have illustrated, until the opportunity came to illustrate them. I relate this with no especial pride, nor am I ashamed. I merely give you the facts. My own youth (with three brothers) was

spent on a small, active and very beautiful farm on the Charles River in Massachusetts. Our lives were intensely lived, but apart from books and pictures (except what we got in the public school). Music, however, did play a part. We were taught to do all kinds of manual work and to enjoy doing it. Our relaxations were vigorous out-door sports, and much time was spent hunting, fishing, camping, sailing, etc. In some indefinable way our parents made us feel the romance of every-day living, and so deeply did this absorb our interests that books seemed to be left aside. At least this is the way I figure it out. As we grew older the interest in family traditions became important. My maternal grandfather, who came from Switzerland to this country with Louis Agassiz, and who worked with him for years at Harvard, my ancestor Katharine Janis Wyeth of the Oregon Trail fame, a great-uncle John Bound Wyeth, a hardy adventurer and killed, if not during the battle of the Alamo, just at that time and nearby,—these and others aroused a strong interest in our immediate past. However, our intense love of the immediate, the contemporary, predominated, and it is significant to me that most of the early drawings of mine deal with our own lives at home. To think that Henry David Thoreau was a personal acquaintance of my grandfathers, and family talk about him was a commonplace, yet I never read even his *Walden* until I was twenty-four years old. My mother, as a little girl, sat on the knees of Longfellow many, many times. His daughters were friends of ours for years. At my right is an old, old chest of walnut. In it are many cherished keepsakes—Oliver Wendell Holmes' cape, Asa Gray's gloves, some letters from William Lloyd Garrison, Ole Bull and numerous others. But how we reverenced these names, and how our mother did cultivate in us a reverence and regard for life and the people about us—especially the older people. But here I am rambling on interminably. Please excuse me. I did not want to say 'I did not read as a youth' and let it go at that. I feel that a superb background for 'later reading' was built up for me in my home; and although I might have profited by more earlier reading I do have a gorgeous time with books now! With apologies."

How we will always treasure this letter. The books on the list that Mr. Wyeth illustrated are the *Deerslayer, Robinson Crusoe, Boy's King Arthur, Black Arrow, Kidnapped, Last of the Mohicans, Treasure Island,* and *Mysterious Island.*

Arthur Rackham, noted English illustrator, who with his imaginative drawings has brightened many a page from storybook land, has a warm spot in his heart for *Uncle Remus.* He says, "*Uncle Remus* was surely the greatest thing the U. S. A. has given the world. *Uncle Remus* must be read aloud. I should love to hear a hundred per cent American read it. I've had to be satisfied with English readings." He also adds, "*Little Women* is no mean achievement either." *Swiss Family Robinson* was struck from his list with this comment, "A preposterous book. It is high time its place was taken by something less ridiculous, but equally adventurous and ingenious." In this opinion he is at variance with James Willard Schultz, N. C. Wyeth, Clarence Hawkes, Ernest Thompson Seton and others. Mr. Rackham adds:

"A great many of the books named were not written when I was a boy, and many of them I have never come across. There are some omissions that I have discovered since boyhood. *The Wind in the Willows,* by Graham; *Pinocchio,* by Lorenzini (C. Collodi), *Tales from the Far North,* Asbjornsen and Moe, that ought not to be left out: *first* class. Many of these books are enormously enhanced by being read aloud by a father skilled a little in giving assistance here and there, both by amplifying and simplifying, and by abridging, of course, most judiciously."

Later he wrote: "In my suggestions of books that no one can afford to miss I forgot to mention: Lear's *Book of Nonsense; Struwwelpeter (Slovenly Peter);* *Bab Ballads* by W. S. Gilbert and *Ingoldsby Legends,* by R. H. Barham. No one is decently brought up who is not brought up on these works."

He then adds as a postscript that young people ought also to be early introduced to Caldecott's illustrations, also old people. What a joy these letters were. The books on this list that Mr. Rackham illustrated are *Alice's Adventures in Wonderland, Christmas Carol, Romance of King Arthur* and his *Knights of the Round Table,* and *Gulliver's Travels.*

Maxfield Parrish, one of the country's well-known artists, was evidently a great reader of boys' books, having checked the greatest number of titles on the list, thirty out of the forty. It is interesting to note that he has illustrated *Arabian Nights' Entertainments* which is included in the list. Charles J. Finger came next, having read all but eleven of the books. He added, *Five Weeks in a Balloon, Jack Harkaway Series,* and *Great War Syndicate* by Stockton, and all of Ballantyne. Favorites in his list were *Huckleberry Finn, Ivanhoe, Kidnapped, Last of the Mohicans, Merry Adventures of Robin Hood, Mysterious Island, Robinson Crusoe, Three Musketeers, Treasure Island, Twenty Thousand Leagues Under the Sea,* and *Two Years Before the Mast.*

Albert Payson Terhune, one of the well-known writers of dog stories, in his first choice had three that he liked equally as well, *Merry Adventures of Robin Hood, Three Musketeers,* and *Treasure Island.* Many a boy in our library, who has seen his list of favorites, has been influenced to read just what Mr. Terhune liked as a boy. Among the following men who spent part of their boyhood in Denver are: Lowell Thomas, Eric P. Kelly, Edward Ellsberg, Courtney Ryley Cooper and C. M. Sublette. Mr. Thomas said that his favorites in boyhood included not only many on the list but many others, such as all of Henty, Plutarch's *Lives,* Irving's *Alhambra,* the *Bible,* and the works of Captain Marryat. He also said, "I am afraid I could

fill a dozen more sheets like this!" He listed three, Jesse James, Nick Carter, and Buffalo Bill, adding in postscript, "Secretly."

Eric P. Kelly, who won the Newbery Medal for the most distinguished children's book written in 1929, *The Trumpeter of Krakow*, gave first choice to *Otto of the Silver Hand*, by Howard Pyle. A note added stated: "I learned to read at the age of four from an illustrated *Ancient Mariner*, so you know how I prize this book. A great thriller was *A Manuscript Found in a Copper Cylinder* by a Canadian writer, also *Green Mountain Boys*, and *Boys of '76* were household favorites." Up to the age of fifteen, his favorite ten were *Otto of the Silver Hand, Story of Siegfried, Story of a Bad Boy, Treasure Island, Robinson Crusoe, Floating Prince, Alice's Adventures in Wonderland, Michael Strogoff, Oliver Twist*, and *Huckleberry Finn*.

Edward Ellsberg, author of *On the Bottom*, wrote: "As a small child I read *Ivanhoe* three times and *Treasure Island* probably more than that." Courtney Ryley Cooper gave first choice to *Adventures of Tom Sawyer, Alice's Adventures in Wonderland, Huckleberry Finn, Three Musketeers*, and *Twenty Thousand Leagues Under the Sea*. He also added: "*Alice* and *Tom* and *Huckleberry Finn*, I still read. I have starred in progressive fashion the ones I liked best."

The Three Musketeers was first with C. M. Sublette, Denver author, with *Tom Sawyer* second, and *Huckleberry Finn* third. He added, "Almost any of Dumas' novels. I still read some of these books yearly for the pleasure of following their action." Allen True, Denver artist, had among his favorites, *Treasure Island, Deerslayer, Black Beauty*, and *King Arthur and his Knights* as compiled by Howard Pyle, under whom Mr. True studied. Malcolm G. Wyer, Librarian of the Denver Public Library, checked *Arabian Nights' Entertainments, Bob, Son of Battle, David Copperfield, Mysterious Island, Treasure Island* and many others. He added four titles to the list: *Boys of '76, Green Mountain Boys, Uncle Remus*, and Lamb's *Tales from Shakespeare*.

Clarence Hawkes, author of *Dapples of the Circus*, and who has been blind since a boy, read all but *Black Arrow, Gulliver's Travels, Hans Brinker, Kenilworth*, and a few others. Walter Prichard Eaton said, "I came too early for many of the books listed. Also, I used to read two books a week, and liked 'em all, except *Tom Sawyer*, which bored me as a boy." He listed, *Story of a Bad Boy*, and *Last of the Mohicans* as gold star books, and added *Boys of '76*, by C. C. Coffin, all of Dickens, stories of C. A. Stephens, and *Old Mortality*, by Scott. The oldest writer in the group questioned, James Willard Schultz, is left to the last. He named *David Copperfield, Deerslayer, Last of the Mohicans, Oliver Twist, Robinson Crusoe, Swiss Family Robinson, Three Musketeers*, and *Twenty Thousand Leagues Under the Sea* as his favorites. In a footnote, he said: "I have passed my seventieth birthday. The greater number of the books on the above list appeared after my boyhood days. It was the reading of Fenimore Cooper's Tales that incited me to go west in 1877 and live with the Indians. Hence my stories of Indian life." The signature followed in Indian — "Apiknnizfaroff-James Willard Schultz."

In summary the results of the questionnaire are as follows: *Robinson Crusoe* headed the list with eighteen votes; *Last of the Mohicans* took second place with sixteen votes; *Swiss Family Robinson*, third with fifteen votes; and *Twenty Thousand Leagues Under the Sea* took fourth place with fourteen votes. Six titles competed for fifth place: *Adventures of Tom Sawyer, Christmas Carol, David Copperfield, Huckleberry Finn, Ivanhoe*, and *Oliver Twist*, each receiving thirteen votes. It is interesting to note that *Tom Sawyer* and *Huckleberry Finn* ran a good race, but it ended in a tie. Great interest has been shown in these letters, and the children have been most eager to read what their favorite authors read when they were boys. I hope these men will know how much we appreciate their having taken time to write us. It was very kind, and we take this opportunity of thanking them.

From the forty questionnaires sent, replies were received from twenty-four individuals, and their final vote stood as follows:

13	*Adventures of Tom Sawyer*....	Clemens
10	*Alice's Adventures in Wonderland*	Carroll
11	*Arabian Nights' Entertainments.*	
2	*Beautiful Joe*	Saunders
3	*Biography of a Grizzly*.....	Seton
5	*Black Arrow*	Stevenson
9	*Black Beauty*	Sewell
6	*Bob, Son of Battle*.....	Ollivant
10	*Call of the Wild*.....	London
6	*Captains Courageous*	Kipling
13	*Christmas Carol*	Dickens
13	*David Copperfield*	Dickens
11	*Deerslayer*	Cooper
11	*Gulliver's Travels*	Swift
10	*Hans Brinker*	Dodge
13	*Huckleberry Finn*	Clemens
13	*Ivanhoe*	Scott
0	*Jim Davis*	Masefield
11	*Jungle Book*	Kipling
5	*Kenilworth*	Scott
7	*Kidnapped*	Stevenson
10	*King Arthur and his Knights*...	Pyle
16	*Last of the Mohicans*.....	Cooper

(Continued on page 373)

The Prison Library

By A. H. MacCORMICK

Assistant Director, U. S. Bureau of Prisons

THAT A PRISON LIBRARY may be a vital factor in the life of the institution is not merely a hopeful theory but a reality. A few evenings ago I sat until midnight with two inmate librarians in the library of the United States Penitentiary at McNeil Island, near Tacoma, Washington. There is no civilian librarian there, but these two men are unusually intelligent and well informed.

The library is in a large, well-lighted room on the lower floor of the administration building, to which prisoners have rather freer access than in most institutions. There is working space for a large staff of librarians. Parallel shelves hold 20,000 volumes, classified in accordance with standard library procedure. The books are neatly numbered with an electric stylus. A complete card catalog records the collection under author, title and subject headings. A new printed catalog, in which many of the titles are annotated, is now on the press. The supervising librarian of the Bureau of Prisons in Washington has a duplicate card catalog, so that he can recommend culling, plan new accessions, suggest reading lists and courses, and exercise intelligent if absentee supervision.

Most of the inmates get books by the usual request slip method, but the more experienced members of the inmate staff circulate through the cell-houses, advising readers and "selling" the better books. In each cell-house there is a bulletin board on which striking book jackets are displayed. A four-page weekly edition of the prisoner's publication, the *Island Lantern*, is devoted almost exclusively to education and the library and contains a page of new or interesting old titles, each with an annotation which is often written in prison jargon.

Of the inmate population of 1000 men 25 per cent are practically illiterate and nearly 20 per cent are drug addicts, who are not good reader prospects even after their nerves steady down enough so that they can concentrate on anything. Most of the prisoners live in six or eight-man cells designed for four men. In spite of these handicaps 65 per cent of the prisoners patronize the library and account for a monthly circulation of 4000 books, exclusive of magazines.

The library at McNeil Island did not result from lavish expenditures of Government funds. The original collection came largely from Army cantonment libraries after the war. This has been supplemented and rounded out by intelligent solicitation—not indiscriminate begging—of books. Publishers and dealers came to know what the institution was trying to do and sent generous gifts of over-stocked and slightly defective books. In one year $2,800 worth of new books, including many of the most desirable titles, was presented to the library. During the last year about $1,500 was spent by direction of the supervising librarian on non-fiction, selected in part from the Felsenthal list. Five hundred dollars will be spent soon on fiction and it is hoped that $1,500 a year may be spent on the library regularly hereafter.

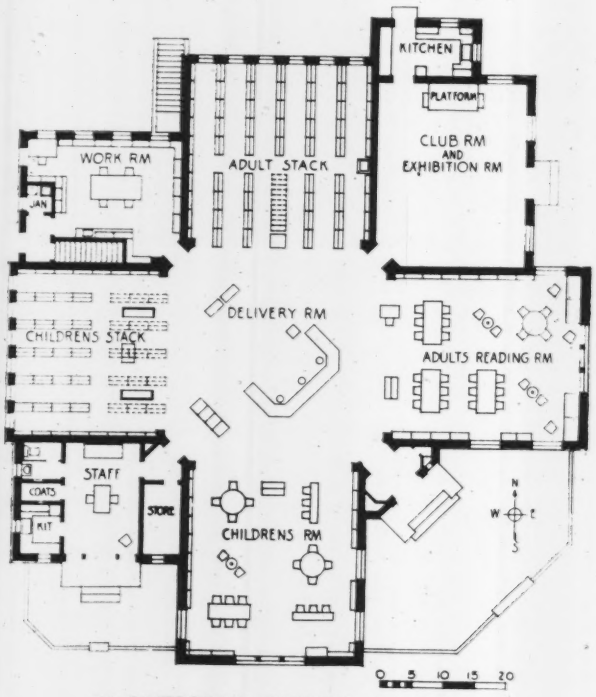
This is not the only prison library in the country worthy of note. I choose it as an example because I believe it is closer to the prisoners than those of most institutions, because it has been developed almost entirely by unsupervised prisoners with the sympathetic backing of the Warden, and because until the library service of the Bureau of Prisons was organized it suffered all the usual handicaps of prison libraries. The moral is plain enough: what McNeil Island has done other institutions can do.

Similar things have been done in state institutions, as has been pointed out during the past year in a number of informative articles: Mrs. Cosulich's interesting syndicated newspaper article, Mrs. Frankhauser's review of institutional library work in the November 1, 1930, LIBRARY JOURNAL, and the report of the A.L.A. Committee on Institutional Libraries.

The pioneer work done by Miss Miriam Carey in Minnesota as State Institutional Librarian, now so ably carried on by Miss Perrie Jones, is probably the best example of how effective state supervision can be. Approaching the problem from a different angle, the Wisconsin Free Library Commission has done more notable work than any other state in extending loan service and expert reader guidance to prisoners. Here and there elsewhere in the prisons and adult reformatories of the Country there are libraries worth noting for one point of excellence or another.

Some of them have the benefit of help from state or local library representatives, although state libraries seldom have sufficient funds to finance the service they would like to extend to prisons. Usually prison libraries are in charge of conscientious but untrained inmates, nominally supervised by the chaplain or some other inexpert member of the staff, with practically no help from the outside and almost no funds.

Interest in reading, both for recreation and education, is to be found in practically every penal institution. The two great needs of the institution library are for funds and for trained supervision. The latter involves the application of standard technique not only in classifying and cataloging but also in the stimulation and guidance of reader interest. Supervision can be exercised effectively by state librarians if they visit the institutions often enough, but there is need of a trained librarian of the right type in every institution.



LA PINTORESCA BRANCH LIBRARY
PASADENA CALIFORNIA
BENNETT AND HASKELL – ARCHITECTS

So far as I know, there is only one trained librarian devoting all his time to a penal system, John Chancellor of the U. S. Bureau of Prisons, and only one library-school trained man in all the penal institutions of the country: Roland Mulhauser of the Federal Industrial Reformatory (for men) at Chillicothe, Ohio. Mr. Mulhauser illustrates the value of a resident librarian. In a few months he put a stagnant library into active circulation in an institution apparently indifferent to books. To be sure, he sold himself to the prisoners by organizing and directing athletics and indoor recreation in his spare time, but he also sold the library by using the publicity devices of the city library and then making good on his promises. One of the reasons why he was selected for the position was his versatility, but it is not necessary for a librarian to be athletic or to direct any of the more intriguing activities of the institution. Knowledge of books, of his craft, and of the type of men who go to prison. . . . . largely underprivileged, undereducated and uncultured. . . . ability to establish the common touch, sincerity, approachability, patience, sympathy: these are the qualities the prison librarian needs.

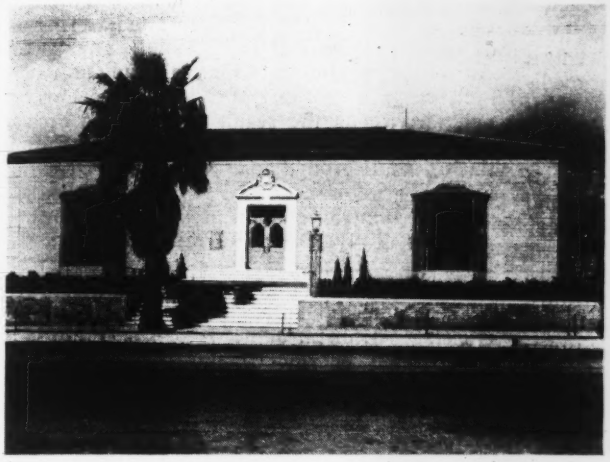
Until resident librarians are appointed in penal institutions, state, university, and local librarians should try to find some way of aiding them. Prisoners read more extensively than the general population. They need the things books bring them: release from the tension of prison life, which makes them unreceptive to good influences; counteracting of the tendency toward unwholesome introversion; the suggestions implanted by admirable characters in fiction, autobiography, biography and history; the acquisition of knowledge and the broadening of horizons resulting from all the better types of books; the general "enrichment of self" that reading may bring about. The hundred and twenty thousand adults in our American prisons and reformatories constitute a reading public that is Society's charge and Society's responsibility.

New Pasadena Branches

By HELEN STEVENSON

Assistant, Pasadena Public Library, Cal.

THE FORMER North and Northeast branch libraries of the Pasadena public library have recently acquired new buildings into which they moved during the holidays. Along with their handsome new homes they have taken new names to correspond with their new dignity; North Branch is now La Pintoresca Branch, the name having been taken from the park in which the library is situated; and Northeast Branch is now Santa Catalina Branch Library.



Santa Catalina Branch is of Colonial Design

La Pintoresca Branch, which cost $30,430, the new furnishings $2,400, is Spanish in feeling and is built in the modified cross design. The left arm contains the children's room and staff quarters, while the right arm includes the adult reading room and a commodious club room. The entrance hall, circulation desk and adult stack room form the main portion of the cross (to carry out the figure) and give the desk attendants complete supervision of the whole public part of the library. Many windows, exposed wooden beams and beautiful details of finishing give this building a rich and pleasing atmosphere.

Santa Catalina Branch library follows the colonial scheme of architecture. Cream colored walls and dark mahogany colonial design furniture give it a delightfully informal and artistic appearance and large rooms and convenient arrangements of supply closets, working quarters, etc., combine in admirable fashion practicality and beauty. The cost of the building was $31,900, that of the new furnishings $3000.

With the completion of La Pintoresca and Santa Catalina Branches of the Pasadena public library system, Miss Drake, the librarian, has been able to plan, supervise erection, and enjoy a new main library and four interesting branches. All branches are now adequately housed and occupy beautiful buildings especially planned for them. The branches which have recently moved have adjusted themselves for many years to cramped and inconvenient rooms and the move into pleasant and efficiently planned new buildings realizes a long anticipated hope.

La Pintoresca Branch, in Modified Cross Design

THE LIBRARY JOURNAL

April 15, 1931

WHEN THAT MAGNIFICENT expanse of architecture was built along the Charles River embankment in Cambridge for the Massachusetts Institute of Technology, it was purposed that the Institute library would not only find place in the central pavilion of the great structure but be immediately accessible from the main entrance. Unfortunately for the library and its users, the technicians found that they required the ground floor of the pavilion for certain of the scientific instruments which needed solid ground for their foundation, and the library was accordingly banished to the rotunda on the top floor where for all these years it has reposed under the roof in the most awkward situation possible for the library of a great educational institution. Happily the new president, Dr. Karl Taylor Compton, who is related by marriage with the library profession as a brother-in-law of Dr. Van Hoesen of Brown, in his address at the alumni dinner spoke of "the library as the heart of any educational institution" and placed a new library building as one of the most important aims of his administration. Where a building should be located is still a matter of discussion, but one proposal is to place it between the great scientific building and the dormitories where it will have outlook upon and be seen from the Charles River basin and be geographically as well as academically at the heart of this great educational institution.

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FRANCE, SECOND ONLY to the United States in its hoard of gold, finds money to spend on the biggest army, a costly navy and a strong air force, but has almost none for its libraries. Its national library, which M. Roland-Marcel did so much to modernize, is itself poverty-stricken and does not even subscribe for professional library periodicals so that an organization of friends of the national library, patterned on that of the Friends of Music in our Library of Congress, has been seeking on its behalf to make up recent volumes for its files. Somewhat over a half century ago France through its Société Franklin set an example to our own country in promoting the development of popular libraries, but since then, though among the foremost of cultural nations, has been most backward in its library development. In singular contrast are Japan, whose libraries, universities and other educational institutions, to take a specific example, subscribe for over fourscore copies of the LIBRARY JOURNAL, and China and Russia which take about twoscore each, while French subscriptions reach only a half score. The like is true of other professional periodicals. Thanks to American leadership, China, though still behind Japan, is forging forward in the library field, partly as the result of Dr. Bostwick's missionary journey as representative of the A. L. A. in 1925, and both these Oriental nations are outdistancing France and other cultural countries of Europe. China in library relations always brings to mind the work of Miss Mary Elizabeth Wood to whom Boone University is indebted for its remarkable library development and who, despite an increasingly frail physique, is still devoting her indomitable energy to the service of her Boone library and her adopted country.

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IT MUST HAVE SEEMED strange to many library readers that General Pershing in his minute record of the events of the World War as recorded from day to day in the press made scarcely any mention of the "Seven Sisters of Service" which did so much to keep up the morale and mitigate the trials of the A. E. F. in which the A. L. A. did its full share. There was reference to the Y. M. C. A. which engrossed much of the attention as it did the largest share of the welfare work and it may be that the volumes soon to be published and containing nearly double the material will deal more fully with these phases of the great work abroad. It is to be remembered, however, that General Pershing's publication is essentially a record of his personal relations as supreme American commander, and though he touched on every feature of the work from the home country to the battlefield he could not be expected to refer to everything and cover all in detail. It is well known, however, that General Pershing was most appreciative of the A. L. A. service as well as most effective in all relations with it.

Library Chat

Ulster County Gazette

In view of the general interest in the *Ulster County Gazette* among librarians I enclose the new information circular recently issued by the Library of Congress. The fact that an original copy of the issue of Jan. 4, 1800, has been discovered and is now in the Library of Congress files is arousing renewed interest and the publication of this circular in your columns might be helpful to many readers.

H. S. Parsons, *Chief, Periodical Division.*

The *Ulster County Gazette* was established May 5, 1798, at Kingston, N Y., by Samuel S. Freer and Son. It was a weekly supporting the Federal Party. Publication continued until 1803 when the title was changed to *Ulster Gazette* and the publisher was Samuel S. Freer, the "Son" of the earlier partnership.

Reproductions of the issue for January 4, 1800, are well known to librarians and dealers in old books through the great number of reprints that are scattered over every part of the country. There are more than sixty such reproductions often differing from each other only in minor details. Almost every private owner of one of these honestly believes that he has an original copy. At the same time, only a few original copies of other numbers of the same paper are in existence.

The reproduction of the issue of January 4, 1800, began during the first half of the nineteenth century, perhaps as early as 1825. These early reprints were made in smaller numbers, and as regards the paper and type used, represent a somewhat more careful imitation of a newspaper printed in 1800 than do those of later years. The Centennial Exposition of 1876 in Philadelphia saw the beginning of the wholesale output of the reprints. At least one printing firm had a regular contract for supplying them and they were sold on the Exposition grounds by the armful as historical souvenirs. In 1877, a centennial celebration at Kingston, N. Y., offered a similar opportunity. Since then various enterprising individuals have continued to flood the market with cheap and poor reproductions. Most of the reprints from 1876 to date are in clear, modern type, and on machine-made paper, calendered, thin, and brittle. The commercial value of the reprints does not exceed fifty cents.

Librarians watched many years for an original, but it was not until November, 1930, that one was found. This is now in the files of the Library of Congress. It is the only extant original known.

Owners of copies should apply the following tests to determine whether or not they have such an original:

1. It should be printed on the paper used in 1800, hand-made from rags, soft, pliable and rough in texture.
2. This paper should have as watermark throughout, slender parallel lines 1 1-16 to 13-16 inches apart.
3. Title in italic capitals should measure 6 15-16 inches in length.
4. Print should show the blurred edges of hand-inked, hand-press work.
5. Second column on page 1 should measure 2⅞ inches in width between rules and 13¾ inches in length.
6. The old-style "s" should appear frequently as in the words "Published" and "Ulster" in the heading and in the words "President," "House," "Representatives," and many more in the text.
7. The last line of page 1, column 1, should read "liberal execution of the treaty of amity,".
8. One-full-length mourning slug should appear on page 1, column 2; 2 full-length and 5 short slugs, on page 2; and 2 full-length slugs, on page 3.
9. Mourning rules should be used between columns and across top and bottom and along outer edge of pages 2 and 3.
10. The "Last Notice" on page 3, column 2, concerns "the estate of Johannis Jansen" and should be signed by "Johannis I. Jansen, Executor".

Diversity Their Motto

Shortly after New York State initiated its system of district school libraries, in 1835, it became necessary for each such school to comply with the law and appoint a librarian. The manuscript minute-book of the school committee in a Saratoga county village 1828-1901 reveals the following spellings of the title of this new officer imposed upon the district through the birth struggles of the modern library movement:

1855	librarian	1870	librain
1856	librian	1871	libruian
1857	lybrarian	1872	libraian
1858	libarian	1873	libraran
1862	librurian	1879	librain
1863	lybrean	1901	libriarn
1866	librarion		

Can anyone within the equal compass of a single volume match the variety?

J. I. Wyer.

Librarian Authors

HOLGER CAHILL was born of North Sea stock, his ancestry being Irish, English, and Icelandic. He received his early education in this country and in Canada, studying later at Columbia University and the New School for Social Research, with particular interest in literature, esthetics and art. In 1919 he began contributing articles on art and books to such publications as the old *Freeman*, the *International Studio*, the *Bookman*, *Shadowland*, the *American-Scandinavian Review*, the *Nation*, and others. In 1922 he joined the staff of the Newark Public Library and began writing books soon after, working in his spare time. His first book, a novel entitled *Profane Earth*, the setting of which is the Middle West, published by the Macaulay Company in 1927, was dedicated to John Cotton Dana. In 1929 his monograph on "Pop" Hart, the beloved vagabond of American art, was published by the Down Town Gallery who also published a second monograph of his on the painter, Max Weber, in March, 1930. His last book is *A Yankee Adventurer*, published by the Macaulay Company in September, 1930.

A Yankee Adventurer is a book which was born and raised in a library for it was suggested to Mr. Cahill by a Chinese exhibition which was held in the Newark Public Library in 1923-1924. In going over books on China for the exhibit, he ran across the story of Frederick Townsend Ward, the Yankee adventurer from Salem, Massachusetts, who played such an important part in Chinese history. He followed the trail of Ward for a number of years in books and old magazines and in 1928 went to Salem, Massachusetts, and studied the material in the Essex Institute Library there. In 1929 he went to England and checked his findings against the British Museum's files of old newspapers published in China in the 1860's when Ward was carrying on there. The result is *A Yankee Adventurer*, a definitive biography of Frederick Townsend Ward and the most complete short history of the Taiping Revolution, the greatest civil revolt in history, yet written.

A reviewer in the *Nation* said that *A Yankee Adventurer* "furnishes a much-needed basis for understanding recent Chinese history. The Taiping rebellion was a great uprising of nationalism and religious fervor... The Boxer disorders, the final overturn of the empire, the Communist rebellions, the recent conflicts between the rival war lords—all were influenced by currents and cross-currents which had their sources in the gigantic uprising (the Taiping rebellion) which Ward helped to crush." He also says that *A Yankee Adventurer* makes "real and understandable the life of a very brilliant and much-neglected American."

During the past few years Mr. Cahill's work has been retarded by illness and he says that his present work exists more in the plan than in the execution. While completing *A Yankee Adventurer* he made brief outlines and sketches for novels, one of contemporary New England, another of picturesque adventures in the West and Far West, one of love and murder on a Middle Western farm, and yet another of a Chinese student facing the terrific problems of his country today. "Ideas for stories and novels come very easily," says Mr. Cahill, "The difficulty is to find time and strength to carry them out."

Recently he has been writing for magazines. He is working on a series of articles on American art and artists for *Creative Art*. The first of these, an article on the little known American folk painters, is to appear in an early issue. He has also taken to writing short stories and plans to have a volume of these ready for publication in 1932. *Scribner's Magazine* has bought the first of these.

Sterling Memorial Library Dedication

Yale University dedicated the Sterling Memorial Library, which has been under construction since 1928, on Saturday, April 11.

The formal exercises of dedication were held in the Library at 3 o'clock. An address by Andrew Keogh, University Librarian, and Sterling Professor of Bibliography, opened the program. The Keys to the Library were presented by John Anson Garver, counsel for the Trustees of the Estate of John W. Sterling, Yale 1864, and were accepted on behalf of the University by President James Rowland Angell. An address was made by Herbert Putnam, Librarian of Congress, (see p. 347) after which benediction was pronounced by the Rev. Dr. Henry Sloane Coffin, Fellow of the Yale Corporation. At 4:30 o'clock, when the exercises were completed, and until 7:00 o'clock, the building was open for inspection by the public.

The Sterling Memorial Library, designed by James Gamble Rogers, Yale 1889, of New York City, was made possible by the bequest to Yale University of John W. Sterling, of New York City, who died July 5, 1918. The building stands on the square bounded by High, York, Elm and Wall Streets, which measures about 350 feet on each side. The style of architecture is modern Gothic, in keeping with the neighboring Memorial Quadrangle, Law School, and Graduate School buildings. The Library has a shelf capacity of three million volumes which can be expanded to four million, and a seating capacity of two thousand readers at one time. The structure has been designed to make future expansion possible without destroying its beauty or unity.

The main entrance is on High Street, on the axis of what will be eventually the Cross Campus, a new avenue of 120 feet wide running from College Street to High Street. A sixteen-storied book tower, 90 feet in width, 135 feet in depth, and 150 feet in height, dominates the lower buildings surrounding it. The view from Elm Street, when the Gymnasium is razed, will show the book stack and the largest of the Reading Rooms. The York Street side is so designed that here additions may be made if necessary in the future.

All the public rooms, as well as the work rooms for the library staff are situated on the first floor. To the left of the main entrance is the Reserve Book Room, where 15,000 volumes for required or collateral reading are accessible, with storage for many more in adjacent stacks. To the right is the Linonian and Brothers Library with 25,000 of the best books in English selected especially for undergraduates and placed conveniently on open shelves. This room with alcoves and a large fireplace is furnished with lounges and small tables and nearby is an entrance into the court where a student may take his book and read in the open air. On the right of the entrance hall, itself some fifty feet in height, is the Periodical Room, seating 100 persons and shelving 1,400 important serials selected from the 11,000 to which the library subscribes. To the left of the Catalog Room is the main Reading Room with 12,000 reference books around its walls and seats for 250 persons. Visitors may see the room from a gallery without disturbing the readers. The desk where books are called for and returned is immediately opposite the main entrance, and is also easily reached from the Wall Street entrance, which is the most convenient way of reaching the Rare Book Room, the Exhibition Room, and the Lecture Hall.

Near the delivery desk are elevators, giving quick access to the floors above. These upper floors are primarily for research workers, whether members of the faculty, graduate or professional students, visiting scholars, or undergraduates who are in honors courses. On these floors are seminaries where advanced students will carry on their discussions, studies where they will find conveniently at hand the most important reference books in their chosen fields, and 350 stalls where a student writing his master's thesis or his doctor's dissertation may keep his books and papers with some privacy.

There are a dozen rooms for special libraries or collections, such as the Speck Collection of Goethiana, the Aldis Collection of American Literature, the Dixon Fielding Collection, the Penniman Library of Education, the James Fenimore Cooper Room, the Yale Memorabilia, numismatics, prints, and maps. One special room of great interest is a restoration of the Yale Library as it was in 1742, with many of the original books given by the Founders and early benefactors of Yale.

Children's Librarians

A Special Dormitory has been assigned to the children's librararians for the Conference week in New Haven. In writing for reservations, will the children's librarians please specify that they would like their rooms in this building?

Mary Gould Davis,
Chairman

Children's Librarians' Notebook

THISTLE INN. By Katharine Adams. *Macmillan.* $2.

Miss Adams has woven her latest story around a romantic incident in Scotch history —the advent of Prince Charlie, the Young Pretender, and his losing fight for the throne of Scotland. The four lads and lasses whose love and loyalty to their Prince cause them to be chosen for his service may sound a bit improbable yet careful work has been done in creating a true historical atmosphere showing the critical opposition in Edinburgh as well as the sincere devotion of the Highlanders. There are secret commissions, wild rides over the bleak moors at night, and other adventures filled with secrecy and danger that would excite the imagination of any girl from twelve to sixteen. Not as lengthy nor as complicated in plot as *The Flight of the Heron* by Broster which covers the same period.—H. N.

COME ALONG. By Josef Berger. *Houghton Mifflin.* $2.

Come Along is a queer lovable chap who has nothing to do but sit on the fence and swing his heels until Mr. Dipper, the bean farmer, sadly tells him that his twins have decided they care more for puppy dogs than for beans and have left him to find the dog of their dreams. Come Along suggests that Farmer Dipper forsake beans for awhile and plant dog biscuits, while he goes in search of the children to tell them the happy news which he feels sure will bring them back. He finds all kinds of twins longing for a dog and, of course, there is a happy ending. It is fanciful to the extreme, but beautifully told and humorous. The subject is one small children will appreciate and the pictures in color and black and white are attractive.—H. N.

THE ROGUES' ROAD. By Virgil Markham. Illus. by Henry Pitz. *Macmillan.* $2.

A well-written, wholesome story set in the wild romantic country of Shropshire and Wales in the early 1700's where lone castles, old monasteries, and Roman ruins are hidden in a maze of woods and hills. Gypsies, brigands and the King's dragoons figure here, but the story mainly concerns the re-awakening physically and spiritually of a young man who has settled down too early to a life of dull ease. Many obsolete words are used to establish time and setting yet the author's style of narrative, his youthful characters, and his keen enthusiasm for the story will hold older boys and girls. The hero, Eustace Tarrant, figured in an earlier novel, *The Scamp.*—H. N.

TALE OF THE WARRIOR LORD. By Merriam Sherwood. *Longmans, Green.* $2.50.

The thrilling adventures of Le Cid Campeador are told anew for all who love the stories of olden times. The original spirit of the great Spanish epic is sustained and vividly portrayed in this new translation. The book is fittingly illustrated and has a most attractive appearance. For boys and girls from 11 to 15 years.

—M. P.

SUSANN OF SANDY POINT. By Annie Gray Caswell. *Longmans, Green.* $2.

Susann, in order to earn money for college, hires herself out for any odd jobs the friendly village of Sandy Point affords, and after very real troubles finds the realization of her ambition in sight. Not a particularly strong story, but a wholesome portrayal of a spirited and courageous girl, against a background of an interesting community. For girls from 12 to 14.—H. N.

MOUNTAINS ARE FREE. By Julia D. Adams. *Dutton.* $2.50.

Bruno, a Swiss boy, leads his readers a merry chase from goat-tending in the mountains, through years in an Austrian castle, back to his beloved mountains; discovering little Lady Zelina, escaping with her from the tyranny of the Duke; and sharing in the terrific fight which followed the events, familiar to all boys and girls, in which William Tell shoots and flees. Gives an excellent picture of the life of the time. With only a little introduction, the book should be very popular with history and adventure story lovers from 10 to 15 years. The bibliography at the end of the story gives splendid foundation for further selection on the history of the period.—W. W.

THE BOLD DRAGOON AND OTHER GHOSTLY TALES. By Washington Irving. Selected and Edited by Anne Carroll Moore. *Knopf.* $3.50.

Again we must thank Anne Carroll Moore and James Daugherty for a delightful renewal of our own acquaintance with Washington Irving and a most inviting introduction of his writings to young people. This collection has been selected with care and appreciation and illustrated with humor and understanding. The title will doubtless attract young readers, who might otherwise know little of this author. The book will find a wider popularity than the *Knickerbocker's History of New York.*—L. H.

OOD-LE-ÚK, THE WANDERER. By A. A. Lide and M. A. Johansen. *Little, Brown.* $2.

One does not often find a book with a hero who is by nature a coward, but who is forced by circumstances to become a leader of his people. Such a character is Ood-Le-uk, an Eskimo lad, living in the wild wastes of Alaska before white men brought civilization to that desolate region. Ood-Le-uk's experiences in his own land and in Siberia, where he is washed ashore after harrowing adventures in a barren wasteland, are most dramatically depicted. Around a setting of dreariness and intense cold, the authors have fashioned a story filled with enough action to satisfy the most exacting boy reader. Sixth and seventh grade girls who are not averse to reading boys' books will also find it to their liking. The end papers are a map, which makes the following of the hero's wanderings very simple. The illustrations by Raymond Lufken add to the feeling of cold and desolation.—C. N.

Illustration by Raymond Lufken for Ood-le-uk the Wanderer.

THE WHITE CAPTAIN. By George Fraser. *Little, Brown.* $2.

A novel for older boys and girls, or for anyone, which will hold with its romance and brave adventure. It is based on the life of John Smith and his dealings with the Indians at Jamestown and gives a lasting picture of the young Captain's strong personality, his ambition to colonize America, and his love for Pocahontas, the loyal little Indian Maid, who later became the darling of London as the bride of another. The narrative follows closely biographical source material taken from John Smith's own writings.—H. N.

BOY'S GENGHIS KHAN. By Harold Lamb. *McBride.* $2.50.

The great Mongol empire of Genghis Khan is too often an almost unheard of or mythical thing. Perhaps this is true because of its sanguine beginning and short life. The author, however, has succeeded in making this monarch and his world seem very real, and in portraying Genghis Khan as a genius in military and governmental organization; a ruler who built his empire about a code of laws, absolutely enforced. The ruthless destruction carried on by the Horde, told in an impassive way, will impress the older boy and girl less than other successes of the great barbarian and his followers. He will be thought of, not as the scourge of Asia, but rather as the force which first opened the eyes of the Western world to the intellectual and material wealth of Asia.—L. H.

IN THE MOUSE'S HOUSE. Arranged from a German picture book, story by Lois Donaldson, illus. by Mathilde Ritter. *Laidlaw.* $1.25.

The Mouse Family live in Green Meadows and the little incident told is the removal of their food from the cellar store-house to safety when Farmer Brown starts his spring plowing. The illustrations form the major part of the book; these are charming and the coloring is quite lovely as the work is done in Germany. A book which will delight any child below six.—A. M. W.

MERRIDY ROAD. By Jane Abbott. *Lippincott.* $2.

Dicket Farth and her father are deposited in Merridy Road when their automobile broke down. All the village is curious about them, but to Dicket everything was exciting. She is a cross between Rebecca and Pollyanna, perhaps the latter predominating. A weak plot of unreal characters. Not recommended.—A. M. W.

WHITE BEAVER. By James Willard Schultz. *Houghton, Mifflin.* $1.75.

The White Beaver is a tale of Indian life in the old West. It relates the experiences of a white man and his son in their trading and trapping in the wilderness. Many of the incidents are based on events which actually happened to the author. Interesting Indian beliefs and customs are revealed because much of their life is spent with Indians as their only companions. The story is full of adventure and excitement, but there are so many books dealing with this same subject that this work is not essential. Boys from twelve to fifteen would be most likely to enjoy it.—M.P.

Current Library Literature

ALUMNI EDUCATION. *See* EDUCATION, ALUMNI.

BIBLIOGRAPHY

Granniss, R. S. What bibliography owes to private book clubs. Bibliographical Society of America. *Papers.* 24:14-33. 1930.

Miss Granniss is librarian of the Grolier Club, New York City. This paper surveys the chief book clubs of Great Britain and the United States and their most noteworthy contributions to bibliography.

BOOKS AND READING

Banning, M. C. Experiments in fiction. LIB. JOUR. 56:249-252. 1931.

Paper presented at North Central Regional conference at St. Paul, Minn. "A great many fine librarians can build up a public which will be ready for the work of a supreme writer...You are the ones who can, if you will, build up the popular intelligence, and encourage it in tolerance instead of dogma, as well as encourage those who work in the laboratories of fiction to continue to experiment wisely, fearlessly."

BOOKWAGON DELIVERY

Bateson, Nora. The Fraser Valley book van. illus. map. LIB. JOUR. 56: 59-62. 1931.

By the librarian of the Fraser Valley Public Library, British Columbia. The Fraser Valley is the territory chosen for the Carnegie Demonstration. The van usually leaves Chilliwack, the headquarters, in the morning, and carries books to the seven branches.

Blood, P. K. A city book wagon. illus. LIB. JOUR. 56:55-58. 1931.

The New York Public Library operates two book wagons, one of them serving Staten Island since 1922. The Bronx Book Wagon has the entirely different problem of providing books for thickly populated sections of the city. It has its own books, some 2661 for children and 1848 for adults.

Circulation and up-keep of the Queens Borough book bus. graphs. LIB. JOUR. 56:64-65. 1931.

The Pioneer circulated 38,432 books from July to the first half of November, 1930, at a total cost of up-keep per week of $195.46. The Library has found it takes $813 a week to run 18 small community store stations.

Ingraham, M. K. The bookmobiles of Acadia University. illus. LIB. JOUR. 56:62-63. 1931.

Each bookwagon carries 1500 volumes. Number 1 is intended for the Nova Scotia field; Number 2 goes through New Brunswick and Prince Edward Island. 850 subscribers in these maritime provinces pay $1.50 each for the year's service.

BUSINESS LIBRARIES. *See* LIBRARY SERVICE OF BUSINESS MEN.

CATALOGING

Carpenter, M. L. *Simplified Cataloging Rules.* New York: Grolier Society, c1930. pap. [22] p.

An elementary pamphlet issued by the publishers of the *Book of Knowledge.*

Hodgson, J. G. The reproduction of catalog cards. diagrams. LIB. JOUR. 56:311-312; 322. 1931.

Description of a stencil process for the duplication of catalog cards successfully used at the library of the International Institute of Agriculture at Rome.

Prideaux, W. R. B. Cataloguing codes and card printing. *Lib. Assn. Record.* 3rd ser. 1:41-51. 1931.

Reviews the various systems of catalog printing in Great Britain—the British Museum monthly list, the Bodleian Library lists (issued at irregular intervals and not for sale), the weekly list in the *Publishers Circular,* etc. Also considers briefly the cataloging codes of various countries. Looks forward to the standardization, unification, and supply of printed cards achieved here by the Library of Congress.

CHARGING SYSTEMS

Ann Arbor (Mich.) Public Library. Staff. Self-charging system satisfactory. LIB. JOUR. 56:306-308. 1931.

"From the library viewpoint, we started out to eliminate routine for assistants and found we were able to take care of a twenty per cent (almost one per capita) increase in the circulation in the last year with the same staff, each member far less tired and a great deal happier at the end of the day. We find that our overdues are less in spite of an increased circulation and that patrons are paying fines more promptly. Voluntarily on the part of patrons they state that, since they write their numbers on the cards, they feel they must get their books back on time and pay up fines promptly."

The Demco Self-Charging System. LIB. JOUR. 56:305-306. 1931.

Full use of this system, in which the borrower does most of the clerical work for himself, eliminates three of the four steps used in the Newark System.

Lehman, G. I. The Dickman Bookcharging System. LIB. JOUR. 56:302-304. 1931.

New York, St. Louis, Brooklyn, East Orange, N. J., and Philadelphia are among the library systems using the Dickman Bookcharging Machine, which was first installed for a trial at the Washington (D. C.) Public Library. It can be adapted for use in any library.

Patterson, Sara. The Gaylord Electric Automatic Machine. LIB. JOUR. 56:304-305. 1931.

The feature of this machine is a small quiet electric motor mounted within the machine, which functions automatically to operate the machine and charge a book.

CHILDREN. *See* LIBRARY WORK WITH CHILDREN.

COLLEGE LIBRARIES

A.L.A. Committee on Salaries. Salary statistics small college libraries. *A.L.A. Bull.* 25:77-70.

Third annual tabulation, including college student enrollment in the neighborhood of 500. Reports from 36 colleges show a salary average for the librarian of $2,141.

Henry, W. E. The mission of a college library. LIB. JOUR. 56:264-267; 319. 1931.

Dedicatory address delivered at Reed College, Portland, Ore., Oct. 11, 1930, by the dean of the University of Washington Library School. "The college must prepare for the university whether taken or not. It must contain somewhat of the advanced and complicated experience, so that he who would travel far may have access to a sufficiently complete record in his chosen field of interest; that he may summarize the total essential experience in a significant, but very restricted field; that he who cares to enter new experience in the chosen area may have the benefit and care of a guide so far as human experience has blazed the way, and an invitation into the fields of the unknown." Most important, next to the book equipment itself, is the staff.

Reely, M. K. Some lines of interest for college students' reading. *Wilson Bull.* 5:445-449. 1931.

Paper presented at the meeting of the Normal School and Teachers College Librarians, Dec. 29, 1930. Students are concerned with themselves and with the world they are about to live in. Modern young people prefer a record of things actually done to abstract theorizing. Each generation also has the right of access to the company of its contemporaries in literature. This paper also appears in abridged form in *A.L.A. Bull.* 25:52-55. 1931.

See also EDUCATION, ALUMNI; UNIVERSITY LIBRARIES.

COUNTY LIBRARIES

Willard, J. D. A brief for county libraries. *New York Libs.* 12:161-166. 1931.

Intended to index with brief annotation, or excerpts when desirable, articles in library periodicals, books on libraries and library economy and other material of interest to the profession. The subject headings follow those in Gannons' *Bibliography of Library Economy,* to which this department makes a continuing supplement. Readers are requested to note and supply omissions and make suggestions as to the development of this department.

Address delivered at the conference of the N.Y.L.A., Oct. 15, 1930 by a research associate of the American Association for Adult Education. Reviews trends affecting our national life and educational program. "If I were to point one reason for the failure of county libraries to develop faster, it would be the nonpolitical, nonpropagandizing, unselfish type of men and women in the library profession. Librarians are notably opposed to the involvement of the library in politics, and as a corollary seem to discountenance the use of any political methods in furthering library interest. They have been so tremendously earnest and absorbed in rendering library service that they have failed to take advantage of the obvious means for creating intelligent support for their institutions. The same has been true in state and national as well as local levels."

Wis. Lib. Bull. for January 1931 publishes brief articles on county library service to farmers. (27:3-8. 1931).

DICKMAN BOOKCHARGING SYSTEM. *See* CHARGING SYSTEMS.

EDUCATION, ALUMNI

Brown, C. H. Alumni education and its relation to the library of the changing college. *A.L.A. Bull.* 25:22-31. 1931.

Paper presented before a meeting of the College Librarians of the Middle West, Chicago, Dec. 29, 1930. Reviews what is being done in various colleges and universities to interest men in reading while in college as well as when out of it.

GOVERNMENT DOCUMENTS

Pendell, L. H. The use of federal documents. *Wilson Bull.* 5:507-509. 1931.

By the Document Librarian, Oklahoma Agricultural and Mechanical College. The staff of this well-organized collection has prepared 30-page lists on cotton, home economics, horticulture, acoustics, etc.

HORTICULTURAL SOCIETY OF NEW YORK. LIBRARY.

Hall, E. C. The Horticultural Society of New York Library. illus. LIB. JOUR. 56:299-302. 1931.

The library's over 1300 bound volumes, one hundred periodicals and several thousand pamphlets and seed catalogs are housed on the 15th floor of the building at 38 Madison Avenue. Several bibliographies have been compiled.

INDEXING

Walsh, J. W. T. *The Indexing of Books and Periodicals.* New York: R. R. Bowker; London; Edward Arnold, 1931. cl. 118p. $2.

Contents: Introduction; Choice of Entries; Arrangement of Entries Under Catchwords; Alphabetization; Name Entries; Indexing of Periodicals; Preparation of the Index; Tables of Contents; Index.

INDIANA PUBLIC LIBRARY COMMISSION

Warren, H. B. The Indiana Public Library Commission. *Lib. Occurrent.* 10:31-36. 1931.

By the chief of the Extension Division. A history of the commission since 1899, with list of secretaries and staff.

INDIANA STATE LIBRARY

McNitt, E. U. Short history of the Indiana State Library. *Lib. Occurrent.* 10:21-30. 1931.

By the chief of the Indiana History and Archives Division. Chronological history, with a list of state librarians from 1841 to date.

SEE *also* LIBRARIES, SUBHEAD INDIANA.

LEAGUE OF NATIONS LIBRARY

Sevensma, T.-P. La Bibliothèque de la Société des Nations. *Revue des Bibliothèques.* January-July 1930. p. 20-30.

Describes the administration and collection of the present library, with a look towards the future of the library in the new building to be erected by the Rockefeller gift of two million dollars.

LIBRARIANSHIP

Auer, Constance. I became a librarian. *Nation.* 132:213-214. 1931.

"As a seeker, no longer a dispenser, of volumes, I have myself in recent years noticed in a few libraries some revolutionary indications. Along with an astounding display of posters and Better Book Weeks have come also extended renewal privileges, the disappearance of morally 'restricted shelves,' the opening of the gates into closed cubicles, and in a few libraries the generous allowance of as many books as the reader may care to carry away... In such libraries, also, I have noticed an awakening vivacity on the part of the assistants, have even heard upon occasion, not the whispered, nervous giggle, that I remember, but the welcome sound of a low, merry laugh." In the *Nation* for April 8 (132:381-382), under the caption "We Also Became Librarians," several present-day librarians confirm Miss Auer's surmise that times have changed in the library world.

Farndale, W. G. Then and now. LIB. JOUR. 56:253-255. 1931.

Paper presented at annual dinner and Commencement of the Riverside (Cal.) Library Service School, 1930, by a trustee of the Riverside Public Library. "My plea then is that you guard against the temptation to be too technical in temper, that you bend all that you have to bring the human note into your relations with patrons of your institution, that you look ever for the surprising adventure that surely awaits him who gives himself to any kind of service, disinterested service, for his fellows."

LIBRARIES

INDIANA

Dunn, J. P. The libraries of Indiana. *Lib. Occurrent.* 10:2-20. 1931.

Reprint of an account published in 1893 as an Indiana World's Fair Monograph. Mr. Dunn was state librarian from 1889 to 1893.

SEE *also* INDIANA PUBLIC LIBRARY COMMISSION; INDIANA STATE LIBRARY.

ITALY

Sansone, L. I. Libraries of Palermo. illus. LIB. JOUR. 56:256-257. 1931.

Brief description of the Biblioteca Nazionale di Palermo, which has over 1,000 incunabula, and the Biblioteca Communale, the public library, in which the 1,700 incunabula have been collected over a period of 500 years.

LOUISIANA

Louisiana Library Commission. *Report on the Louisiana Library Demonstration, 1925-1930.* New York: League of Library Commissions, 1931. pap. 89p. Copies obtainable from the Louisiana Library Commission, State Capitol, Baton Rouge.

The project was financed by the Carnegie Corporation of New York, but the Louisiana legislature has also contributed various amounts after the first year, and has appropriated $37,800 for continuing the service for the next two years. Three parish (county) libraries are now in operation. Interest in the library movement was aroused throughout the state by newspaper publicity, radio talks, and the journeyings of the Bookmobile.

SCOTLAND

Some aspects of Scottish library development, by a Scottish librarian. LIB. JOUR. 56:308-310. 1931.

Scotland has shared in the benefits of the activities of the Carnegie United Kingdom Trust. Every county except Argyll has county library service. Like England, it has its Central Library for Students.

WASHINGTON, D. C.

Du Puy, Jacqueline. Washington: city of libraries. illus. *School Life.* 16:125-128. 1931.

Chiefly confined to the Library of Congress, with brief accounts of departmental and other libraries.

LIBRARY OF CONGRESS. *See* LIBRARIES, SUBHEAD WASHINGTON, D. C.

LIBRARY PLANNING

Some notes on library planning. illus. plans.

Lib. World. 33:209-224. 1931.

Conclusion of the series, with notes on the buildings of the Burnley, Croyden, Hornsey, Bolton, Halifax and Hendon library systems.

LIBRARY PUBLICITY

Wheeler, J. L. A publicity program. illus.

Wilson Bull. 5:497-500. 1931.

Practical suggestions on publicity for the small library. The state library commission particularly should send out mimeographed statements of its activities to small local papers throughout the state. The prepared stories issued by the Democratic Printing Company are inexpensive and useful.

LIBRARY SERVICE

Baldwin, W. V. *Library Service.* Chicago: A.L.A., 1931. pap. 28p. (Manual of Lib. Econ., xiv, 2nd ed., rev.).

Covers training for librarianship, duties of the librarian, staff, training and apprentice classes, salaries, pensions, etc.

LIBRARY SERVICE TO BUSINESS MEN

Manley, M. C. *Business Service in Public Libraries of 109 Large Cities.* Newark, N. J.: Public Library, 1930. pap. 48p.

A survey conducted by Marian C. Manley, branch librarian of the Newark Business Branch, under the direction of Beatrice Winser. The results are tabulated under such heads as Methods of Advertising, Service Beyond the City, and Collections (investment collections, city directories, trade and other directories, maps and atlases, business books, magazines, pamphlets and clippings, market surveys, state documents, etc).

LIBRARY WORK WITH CHILDREN

Cameron, F. L. Some methods of bringing books and children together. *Ont. Lib. Review.* 15:81-84. 1931.

By the librarian of St. Thomas Public Library. A talk illustrated by something tangible always claims children's attention. This library has used a "House of Books" and a "Treasure Chest" successfully.

LOUISIANA. *See* LIBRARIES, SUBHEAD LOUISIANA.

MANUSCRIPTS. *See* UNION LISTS.

NEW YORK TIMES INDEX

Lurie, C. N. The New York Times Index, 1930. illus. *Wilson Bull.* 5:501-503. 1931.

By the editor of the *Index.* It has been issued monthly and cumulated quarterly since the beginning of 1930. The annual volume contains more than 200,000 entries. Other newspaper indexes are briefly described in this article.

NEWSPAPER INDEXES. *See* NEW YORK TIMES INDEX.

PACIFIC NORTHWEST LIBRARY ASSOCIATION. *See* UNION LISTS.

PALERMO, ITALY. *See* LIBRARIES, SUBHEAD ITALY.

PALESTINE, UNIVERSITY OF. GOLDZIHER LIBRARY.

Bergmann, Hugo. The Oriental Department of the Goldziher Library. illus. LIB JOUR. 56:66-69. 1931.

About two-thirds of the 6,000 volumes of the Goldziher library pertain to Oriental science. Its chief sections are those of Islamics and Arabic literature.

PARENT-TEACHER ORGANIZATIONS

Burt, Mrs. P. G. Library extension and the parent-teacher organization. *Ill. Libs.* 13:6-9. 1931.

This radio talk by the chairman of Library Extension of the P.T.A. contains numerous practical suggestions for fitting books to the individual needs of every member of the family.

PUBLIC LIBRARIES

Gordon, R. J. Some tendencies. *Lib. Assistant.* 24:53-60. 1931.

By the City Librarian of Leeds, England. Advocates liberal lending rules, the circulation of reference books, publication of selective printed catalogs, attractive branch libraries and well-considered publicity.

PUBLICITY. *See* LIBRARY PUBLICITY.

READING COURSES

Clark, R. S. Book consciousness in a college. illus. LIB. JOUR. 56:72-74. 1931.

Edwin Osgood Grover has conducted his courses as Professor of Books for five years at Rollins College, Winter Park, Fla. "He accustoms the student to the association of books and manuscripts by actual and prolonged contact with them. He illustrates his remarks by the reality of an object. He throws open for student inspection his personal collection of rare literary objects, while his private library is generously scattered throughout the dormitories and the homes of his young friends." It is due to his influence that a book shop has been opened in the town and a student publication, *The Flamingo,* established.

Graves, C. E. The Humboldt Recreational Reading Course. LIB. JOUR. 56:69-71. 1931.

By the librarian of Humboldt State Teachers College, Arcata, Calif. The course was established in the spring semester of 1926 and meets twice a week. One unit of credit is granted. "As compared with a program of recreational reading that relies on library publicity for interesting books but does not give credit for reading them, I think that we have much the better of the argument."

REFERENCE DEPARTMENT

Usher, R. J. The selection of reference material in a library of moderate means. *North Carolina Lib. Bull.* 8:37-41. 1931.

A small library will do well to invest in government documents, periodical indexes, abstract services, and reference works which are not likely to be superseded for years. A manual of information on reference material on five to ten thousand subjects would be a valuable addition to professional literature.

SALARIES. *See* COLLEGE LIBRARIES.

SCHOOL LIBRARIES

Colwell, E. H. The development of a school library system. *Lib. World.* 33:235-238. 1931.

School library service from the Hendon (England) Public Libraries was inaugurated in 1926. More than 55,000 volumes were issued in 1930.

Gray, W. S. Enjoyment of good literature. illus. N.E.A. *Journal.* 20:89-90. 1931.

By the dean of the University of Chicago School of Education. A taste for good literature may be instilled in children by the teacher's own enthusiasm, frank emphasis on reading for pleasure, and by introducing readers to records of actual experiences.

SCOTLAND. *See* LIBRARIES, SUBHEAD SCOTLAND.

TEACHERS' TRAINING IN USE OF LIBRARIES

Lathrop, E. A. Library training for the teacher. illus. *Normal Instructor and Primary Plans.* 40:55-75. 1931.

State library and educational agencies in Iowa, New York, Oklahoma, Pennsylvania, Maryland, Vermont, Wisconsin and some other states cooperate with teacher-training institutions in the maintaining of courses for teacher-librarians.

UNION LISTS

Smith, C. W. *A Union List of Manuscripts in Libraries of the Pacific Northwest.* Seattle: University of Washington Press, 1931. pap. 57p. $1.

Copies may be obtained from Miss Ora L. Maxwell, treasurer of the Pacific Northwest Library Association, Spokane, Wash. The list includes manuscripts proper, photostats of unprinted manuscripts, and transcripts of manuscripts, in either typewritten or handwritten form. Items of some size or importance only have been included, such as logbooks, diaries, journals and the like. Official archives and material of the type to be expected in state or provincial libraries have been excluded.

UNIVERSITY LIBRARIES

Doane, G. H. The ideal university librarian. LIB. JOUR. 56:258-263. 1931.

He should have a winning personality, a well-grounded knowledge of languages and literature, an acquired technique for scholarly research, and, preferably, his graduate work should have been done in the field of advanced bibliography.

SEE *also* COLLEGE LIBRARIES.

WASHINGTON, D. C. *See* LIBRARIES, SUBHEAD WASHINGTON, D. C.

In The Library World

Alberta Holds Library Conference

The First Conference on library service for the Province of Alberta, Canada, was held on December 9 and 10 in the Senate Chamber of the University of Alberta. Mr. D. E. Cameron, librarian of the University of Alberta, gave the first paper on the "Survey of Existing Library Facilities, and Suggested Projects for Extensions." In the course of his lecture Mr. Cameron said that the old system of library units, separately administered and self-contained, had been remodelled into a national library system. The new tactical unit was no longer the isolated library, but rather a group of central administered libraries. The minor branches were supplemented by numerous book deposit stations, and under the ideal system of a motor book van brings the books to the very door of the people in the more isolated positions. Mr. J. J. Duggan, one of the representatives of the Edmonton Public Library, gave the second paper on a "Proposal for a Library Association for Alberta With Suggested Constitution and Aims." In the afternoon Mr. E. L. Hill, the Edmonton Public Library librarian, gave an address on "Extension of City Library Service to Adjoining Districts." Several short speeches followed and at 4:30 the conference adjourned.

The highlight of the morning conference on December 10 was the paper read by Miss J. F. Montgomery on "Book Selection for the Small Library." Following the morning conference, a luncheon was held in St. Joseph's College at which Mr. John Ridington delivered a brief address. Mr. A. A. Barton of Swift Canadian Company, Edmonton, opened the afternoon session with a talk on "Education and Training in Industry." He observed that modern business needs all the brain-power it can obtain. Following Mr. Barton, Miss Hazel Bletcher, librarian of the Lethbridge Public Library, read a paper on "Postal Rates on Books." In closing the conference, nine important resolutions were made covering the forming of an Alberta Library Association, representation of organizations other than librarians in the work of the Library Association, library legislation, school libraries, postal charges on books, annual conferences, and a resolution on publications.

Louisville Library Survey

Charles H. Compton, assistant librarian of the St. Louis Public Library, has been selected by the Board of Trustees of the Louisville Public Library to make a survey of that library. Mr. Compton was chosen to make the survey from a number of librarians recommended by Carl H. Milam, secretary of the American Library Association. Mr. Compton will be assisted by Harold H. Brigham, librarian of the Nashville Public Library. Dr. Joseph Rauch, a member of the Board of Trustees recently came to St. Louis from Louisville to confer with Mr. Compton regarding the survey which will be made in the early part of April.

Mr. Compton as chairman of a special committee recently completed a survey of the activities of the American Library Association and he made a survey of the Nashville Public Library upon its reorganization several years ago.

Taxing Library Salaries

The Bureau of Internal Revenue (Ruling No. IV-30-2284, which may be found in full in the *Internal Revenue Cumulative Bulletin*, No. IV-2, July to December, 1925, page 43), ruled for a specific case in Wisconsin that "it is a well recognized duty of the state to establish and maintain at the expense of the taxpayer a system of education and in the opinion of this office the establishment and maintenance of libraries is essential to the proper discharge of this duty." The ruling concludes therefore that the operation of a library for the use of the public under the control of an official library board is "the discharge of a sovereign activity." It is accordingly held that "the compensation of the employees of such a library is exempt from tax."

The Bureau of Internal Revenue has also ruled: "Inasmuch as the Board of Trustees of the Carnegie Library of Pittsburgh is an Agency of the State, acting for it in the discharge of a sovereign function, the compensation of the employees of the library is exempt from tax."

S. L. A. Convention

CLEVELAND WILL BE the location of the 1931 convention of Special Libraries Association. The dates are June 10-12, and headquarters will be at Hotel Cleveland. Speakers have not yet been announced. Miss Margaret Reynolds, librarian at the First Wisconsin National Bank, Milwaukee, is national president. Miss Rose Vormelker, Business Information Bureau, Cleveland Public Library, is chairman of the general convention committee.

•

A. L. A. Fund

THE EXECUTIVE BOARD OF THE AMERICAN LIBRARY ASSOCIATION is extending the time for raising funds to finance current work of the Association until May 1. Since the January appeal of President Strohm and the Executive Board, $9,640 in new memberships or $192,800 at the capitalized value, has been received. The total contributed toward the fund which A.L.A. members must secure themselves in order that the Association may qualify for a second million dollar endowment, now stands at $745,869, leaving only $254,131 to be raised. Librarians who are working to complete the fund may address checks to the American Library Association, North Michigan Avenue, Chicago.

The 1932 conference of the American Library Association will be held in New Orleans, probably in April or May.

•

Mother Goose Silhouetttes

SACRAMENTO CITY LIBRARY has found an unusual method of advertising. During Children's Book Week last November familiar figures from Mother Goose were enlarged with a pantograph and placed around the wall of the children's room. We found that the best illustrations from which to make our silhouettes were those from *The Real Mother Goose Book*, and from illustrations by Jessie Willcox Smith. After enlarging them with the pantograph, we cut the silhouettes from bright-hued poster paper. These silhouettes, which were from three to four feet high, were placed about the wall in the children's room where they attracted so much attention that we left them up for several months.

Soon we began to have inquiries about them from mothers who wanted to make copies for the nursery, and from teachers who wanted them for their rooms. We promptly decided to circulate our patterns. This we have done for nearly five months and we still have requests for them on file!

Since our patrons have so enjoyed and appreciated this rather unique service we thought other libraries might like to use our idea to brighten their rooms.

GRACE R. TAYLOR, *Deputy Librarian.*

•

Jewish Book Week

THE FIFTH ANNUAL JEWISH BOOK WEEK will be observed this year in America during the week of May 3rd to May 9th. It was first suggested in 1927 and has since then been featured annually with considerable success throughout the country. A concentrated effort is again being made this year for an appropriate observance of this current Jewish holiday of Lag B'Omar, which in the ancient days was better known throughout Jewry as the "Scholars' Festival." Synagogs, Religious Schools, Book Stores, Study Groups, Libraries, and other communal organizations are asked to feature the occasion and to lay special emphasis this week on the Gospel of the Jewish Book. Attention is being focussed by Pulpit and Press on the value of books and reading as the Jew's cultural and literary heritage. It is suggested that libraries especially get in touch with their local Rabbi or Council of Jewish Women for suggestions and loans of books, pictures, and ceremonial objects which will lend themselves for exhibit purposes, and to feature during Jewish Book Week the books in their libraries of Jewish character and significance.

A list of 100 books suitable for Jewish readers can be obtained upon request at the Boston Public Library.

FANNY GOLDSTEIN,
Librarian, West End Branch,
Boston Public Library.

•

"MANAGEMENT OF UNIT BANKS" is a new publication from the Bureau of Business Research of the University of Michigan, Ann Arbor. This study of the management policies and profits of unit banks is confined to banks which are not members of the Federal Reserve System.

Boyhood Favorites

(Continued from page 358)

2	*Men of Iron*	Pyle
7	*Merchant of Venice*	Shakespeare
6	*Merry Adventures of Robin Hood*	Pyle
6	*Mysterious Island*	Verne
13	*Oliver Twist*	Dickens
2	*Oliver of the Silver Hand*	Pyle
10	*Prince and the Pauper*	Clemens
18	*Robinson Crusoe*	Defoe
11	*Story of a Bad Boy*	Aldrich
15	*Swiss Family Robinson*	Wyss
12	*Three Musketeers*	Dumas
4	*Toby Tyler*	Kaler
12	*Tom Brown's School Days*	Hughes
12	*Treasure Island*	Stevenson
14	*Twenty Thousand Leagues Under the Sea*	Verne
8	*Two Years Before the Mast*	Dana
5	*Wild Animals I Have Known*	Seton

•

Kansas City Professional Fund

The Kansas City Public Library Staff Organization is very proud of its Professional Fund. This was started in 1925, and through various methods the sum of $375 was accumulated.

The Organization dues are $2.50 annually, of which $1.25 goes to the Professional Fund, plus any general balance at the end of each year. From this any amount may be voted to advance library work, such as loans to assistants attending library school, delegates to meetings, etc. Last year a contributing membership in the A. L. A. was subscribed, and will be renewed this year.

In May, 1930, two members of the staff offered $25 each if the staff would raise $200 through gifts, benefits, or in any other way. The plan chosen was that of voluntary subscription. A rather remarkable record was made. Of 96 pledges, ranging from $1 to $10, 100% were paid—a total of $326.

The first of this year, the Fund amounted to $768. Of this, $300 has been loaned to one of the staff now attending Illinois Library School.

The plan of loan is a maximum of $300, to be repaid by 12% of salary earned, to begin within three months after entrance upon a paid position. No interest is charged, but may be paid if desired.

Next year it is hoped the Staff will have two representatives in Library School.

Irene Gentry,
Secretary-Treasurer.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912, Of the Library Journal, published twice-a-month, at New York, N. Y., for April 1, 1931.

State of New York, } ss.
County of New York, }

Before me, a Notary Public in and for the State and County aforesaid, personally appeared Frederic G. Melcher, who, having been duly sworn according to law, deposes and says that he is Vice-President of the R. R. Bowker Co., publishers of the Library Journal, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business manager are:

Publisher . . . . . R. R. Bowker Co.
62 West 45th St., New York

Editor . . . . . R. R. Bowker
62 West 45th St., New York

Managing Editor . . . . . Bertine E. Weston
62 West 45th St., New York

Business Manager . . . . . John A. Holden
62 West 45th St., New York

2. That the owners are:

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F. G. Melcher, 62 West 45th St., New York
A. R. Crone, 62 West 45th St., New York.
A. C. Frasca, 62 West 45th St., New York.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages or other securities are:

None.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company, but also, in cases where the stockholder or security holder appears upon the books of the company as trustees or in any other fiduciary relation, the name of the persons or corporation for whom such trustee is acting is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona-fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds or other securities than as so stated by him.

Frederic G. Melcher, *Vice-President.*

Sworn to and subscribed before me
this 17th day of March, 1931.

Armond Frasca,
Notary Public, New York Co., N. Y., No. 165,
Reg. No. 1F105.

[Seal] (My commission expires March 30, 1931)

Opportunities For Librarians

A college and University of Illinois Library School graduate desires a position in a university, college, or public library. Sallye Elkins, Ponder, Missouri.

•

Librarian with ten years' experience, B.A. and B.L.S. degrees desires change of position. Executive position in public library or reference or administrative work in high school or college library. Salary expected $2400 minimum, can furnish excellent references. Available September 1. S17.

•

Librarian with A.B. and one year of library school training desires position. S18.

•

Young woman, M.A. degree and over a year's library training, desires a position in the catalog department of a large university library. Nine years' experience in cataloging including cataloging of state and federal documents. Excellent foundation in Latin and good working knowledge of French and German. East or Middle West preferred, though would consider other localities. Available in September, or earlier. S20.

•

Young woman, college and library school graduate with cataloging experience wishes position in cataloging, in general library work or as a cataloger of a private collection in New Haven, Conn. S21.

•

Cataloging position wanted (preferably head of department) by college and library school graduate with several years of cataloging experience obtained in college and special libraries. S22.

•

College and library school graduate, with one year's experience in a college library, and some public library experience, desires a position in a city or college library. S23.

•

Young woman desires position anywhere in country. Six months' library training and three years' experience as a cataloger and branch worker. S24.

•

College and library school graduate, with four years' public and high school library experience, is interested in a branch or circulation position, the latter either in a public or college library. Can report on or about September 1. S25.

•

Oxford graduate (M.A. in Mathematics), taking the course for the B.L.S. degree at McGill in May, desires position in a library—reference preferred. Knowledge of Latin, Greek, French and German. Geo. C. Irwin, 2073 Victoria St., Montreal, Canada.

Volumes Wanted

Following volumes of Leslie's Illustrated Weekly. Vols. 1 to 42, inc.; 1885 to 1892, inc.; 1896, 1903 and all volumes after 1907. Will pay good price. S19.

The Calendar Of Events

April 23-25—Georgia Library Association, biennial meeting will be held at Valdosta, Ga.

•

April 30-May 2—Georgia Library Association, annual meeting at Valdosta, Georgia.

•

May 18-21—American Association for Adult Education, annual meeting at New School for Social Research, New York City.

•

May 20—Eastern Oregon Library Association, annual meeting in La Grande, Oregon.

•

June 10-12—Special Libraries Association, annual meeting at Cleveland, Ohio. Post-conference meeting, June 13, Detroit, Mich.

•

June 15-17—Pacific Northwest Library Association, annual meeting at Gearhart, Oregon.

•

June 22-27—American Library Association, annual meeting at Yale University, New Haven, Conn.

•

June 22-27—National Association of State Librarians, annual meeting in New Haven, Conn., at the same time as the A.L.A.

•

Sept. 21-26—New York Library Association, annual meeting at Lake Placid Club, N. Y.

•

Oct. 1-2—Connecticut Library Association, annual meeting at Greenwich, Conn.

•

October 8-10—Minnesota Library Association, annual meeting at Faribault, Minnesota.

•

Oct. 20-23—Pennsylvania Library Association, annual conference in Pittsburgh.

Des Moines Library Mystery Story

CHARLES J. DUTTON has written a book entitled *Murder In A Library*. Mr. Dutton is a Unitarian minister in Des Moines, Iowa, and the scene of his story is the Des Moines Public Library. The plot hinges on the murder of an elderly woman who is reference librarian and has discovered the theft of some rare Americana from the library safe. Although amateurishly written, this is probably the first time that a detective story writer has specifically chosen a well-known library for the plot of a murder mystery.

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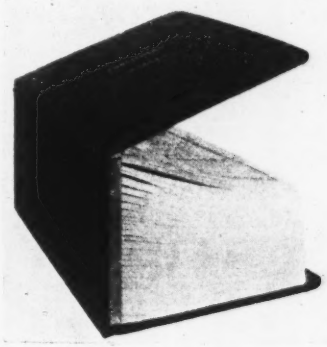

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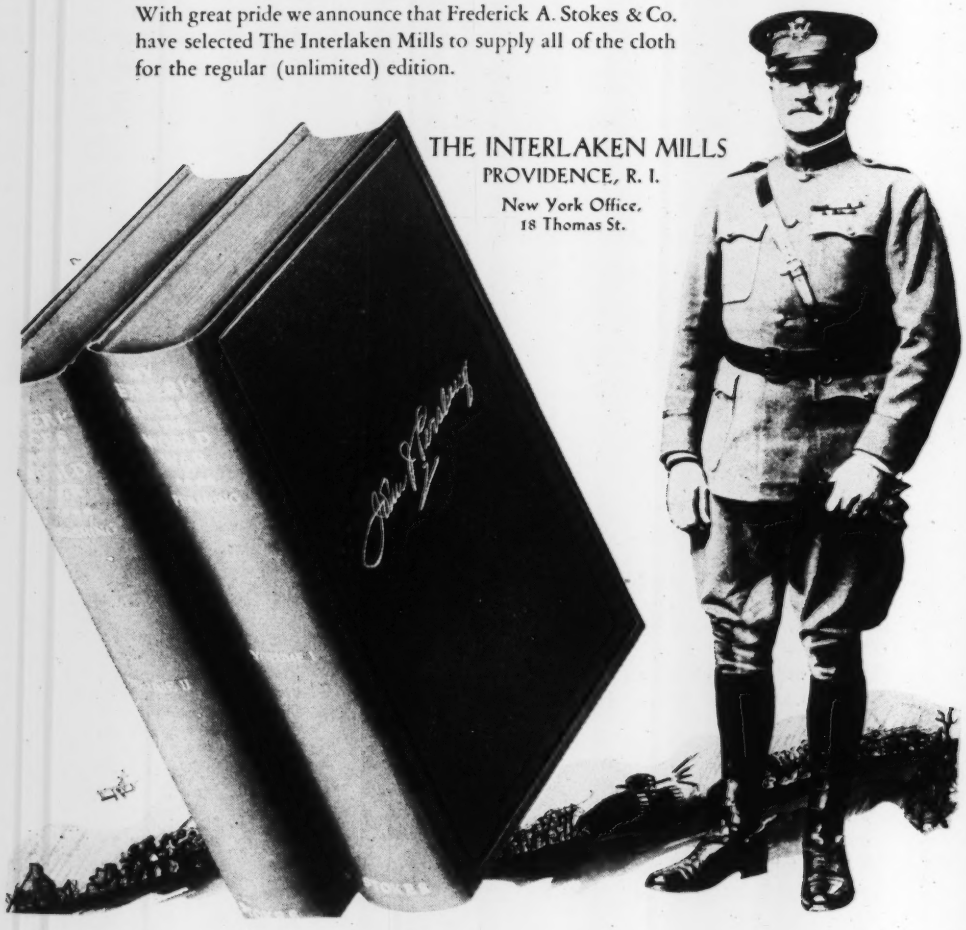
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